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DEVELOPMENT OF THE SCHOOL CONTRACTING MANUAL: TEACHER VERSION

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A THESIS

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Abstract

This research project focused on the development of a manual which would enable the regular classroom or special education classroom teacher to apply the behavior management technique of behavioral contracting in his/her classroom. In order to accomplish this, an instructional and evaluation format was developed. This format consisted of a final instructional objective (which specified the structure of the study, what the learner does during each unit of the study, and under what conditions and to what standards the learner completes the specified objectives), a unit plan (which specified the behavioral objectives for each unit, a task analysis for attaining those objectives, a lesson development for each unit, and the evaluation procedure for each unit), and a timetable of sessions (which specified what transpired before, during, and after each unit session). A contracting workbook, that was used in conjunction with the format was also developed. This workbook set forth the necessary theory in the behavioral contracting area, isolated the essential steps in the contracting process, dealt with issues relating to each of these steps, and provided materials which would facilitate the implementation of each step in the contracting process.

The study involved the participation of twenty-two volunteer elementary teachers. One group (consisting of eleven regular classroom teachers) taught within the span of grades three to six; the other group (consisting of eleven special education classroom teachers) worked with children within the age span of nine to thirteen years. Both groups attended seven weekly sessions during which the theory and

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practice of behavioral contracting was presented. During the week between sessions they applied the steps of the contracting process with a student they had selected in their classroom. By means of quizzes, unit evaluations, and feedback from contract application, these teachers identified areas of weakness in the format and the workbook. These findings resulted in a revised format and a revised workbook. This revised workbook became the School Contracting Manual: Teacher Version.

Generally, the contracting program was well received by both teachers and students. There was the indication that behavioral contracting is a feasible strategy for some regular and special education classroom teachers to use with children who manifest behavioral and motivational difficulties. This finding would argue for the incorporation of this practical strategy into the curriculum for prospective teachers.

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CHAPTER I

Introduction

The technology developed from behavioral psychology has profoundly affected the way that many teachers are interacting with their students. The application of this technology has increased teacher focus on observable behavior, enabled the giving of precise and immediate feedback, and enhanced the objective assessment of student ability and performance as well as teaching objectives. This approach to instruction has also emphasized the teacher's ability to influence and improve student progress by modifying the classroom environment and the importance of reinforcement as it relates to teacher-student interaction (Ulrich, Stachnik, & Mabry, 1966; Madsen, Becker, & Thomas, 1968; Skinner, 1968; Patterson, 1969; Tharp & Wetzel, 1969; Buckley & Walker, 1970; Risley, Hart, & Reynolds, 1970; Becker, Englemann, & Thomas, 1971; Hall, 1971; Homme and Tosti, 1971; Mordock & Philips, 1971; Ackerman, 1972; Clark, Evans, & Hamerlynck, 1972; O'Leary & O'Leary, 1972; Harris, 1972; Sulzer & Mayer, 1972; Williams & Anadam, 1973; Martin & Lauridsen, 1974; Meacham & Wiesen, 1974). Thus, there has been a focus on setting forth for the teacher the principles of how behaviors are learned and maintained as well as equipping the teacher with methods which will, utilizing these principles, enable him/her to decrease (undesirable) behaviors and increase (desirable) behaviors.

Behavior contracting is one result of behavioral technology. This behavioral strategy consists of an agreement between the teacher and the student which seeks to obtain a commitment to a change of behavior, to effect the change under conditions which are clearly specified, and

to agree in advance to what the consequences of the change will be for all parties involved (Hackney, 1974). This approach has demonstrated its applicability to a wide range of classroom situations; indeed, Elkind (1971) contends that there are advantages to viewing the entire student-teacher relationship within a contractual framework. In spite of its effectiveness in these situations, there has not been a manual developed which would enable the regular classroom or special education teacher to systematically apply behavior contracting with children who manifest motivational or behavioral difficulties. This need becomes apparent as a result of issues raised during a study that the author was carrying out for the purpose of ascertaining the affect of behavior contracting on the rate of proschool behaviors. These issues included concern about the amount of time required to use contracting, ambiguity about the sequence of steps involved in setting up a contract, ambiguity about contract maintenance and contract termination strategies, concern that the contracting methodology could be used in a "destructive" and "dehumanizing" way, and concern about the special materials and rewards that must be on hand. Although previous works (Homme, Csanyi, Gonzales, & Rechs, 1970; Lundell, 1972; DeRisi & Butz, 1975; and Martin & Lauridsen, 1975) were relevant to some of these issues, they did not provide a practical and comprehensive program.

Although the work by Homme, Csanyi, Gonzales, and Rechs (1970) outlines the framework and most of the rules for contracting, it is ineffective because (1) it focuses on contracting the curriculum and does not address itself to the issue of behavior change in a student who is achieving; (2) it demands a thorough change in teaching style and much time by the teacher on preparing daily tasks and diagnostic test items;

(3) it does not involve the home; (4) it requires the development of a "reinforcing events area" in the classroom; (5) it does not adequately deal with how to maintain a contract. Lundell's manual (1972) has the clarifying feature of outlining the general steps to follow when applying a contract. However, it is incomplete because (1) the rules of contracting are not clearly delineated; (2) it does not deal with contract maintenance or contract termination; (3) there is not enough information given, within the outlined steps, for the teacher to apply the technique unaided. The work of DeRisi and Butz (1975) contains an excellent section on contract maintenance and provides case simulations for practice in developing contracts. However, it is incomplete because (1) it does not provide a context that would make this approach understandable; (2) it does not deal with the specifics of initiating a contract; (3) it does not provide a clear sequence of steps which outline the contracting process; (4) it does not address the issue of contract termination. Martin and Lauridsen (1975), who treat contracting as a subset of a behavioral approach to classroom management, outline the various types of rewards that can be utilized. Their treatment of this subject is inadequate, however, because (1) it does not adequately outline the context within which contracting must be applied; (2) it does not give the specifics of contract initiation, maintenance or termination; (3) it does not address the issue of limitation of use. These shortcomings, if not overcome, would prevent many teachers from profiting from the contracting approach. Thus, there was a need for a work which would contain the necessary theory and strategy to enable a classroom teacher to successfully implement, maintain and terminate a behavior contract in his/her classroom. The development of a manual

which would fulfill such a need is the primary purpose of this study. A secondary purpose is the development of a practically-based teaching strategy to assist teachers in their understanding and application of contracting.

The program that was devised to bring about a manual consisted of two complementary parts. First, a teaching and evaluation format (following the work of Bateman, 1971; Kemp, 1971; and Anderson & Faust, 1973) was developed and applied to the contracting process. This format broke the contracting process down into units and provided the strategies for teaching and evaluating each one. Second, a school contracting workbook (utilizing the work of Cantrell, Cantrell, Huddleston, & Wooldridge, 1969; Homme, Csyani, Gonzales, & Rechs, 1970; Stuart, 1971; Lundell, 1972; and DeRisi & Butz, 1975) was developed in relation to behavior contracting. This workbook set forward the essential theory and most of the strategies and materials needed to employ contracting. This program was intensively examined by groups of regular classroom and special education teachers in terms of content, approach and objectives by means of quizzes, feedback questionnaires and discussion. Also, this examination was carried out by means of feedback from each teacher, at each stage of the contracting process, as he/she applied it to a student in his/her classroom. It was anticipated that this type of "process" evaluation "should identify aspects of the course that need revision" (Cronback, 1969, p. 372).

This study unfolds in the following way: chapter two reviews the relevant literature in relation to behavior contracting and program development; chapter three outlines the development of the instructional

and evaluation format, the contracting workbook, and the procedure followed in the study; chapter four focuses on the results of the study in terms of initial expectations, instructor observations, quiz results, unit evaluation results, comments from unit evaluations and discussions, results from contract application in the classroom and concluding comments; chapter five briefly summarizes the results of the study and suggests possibilities for further research.

CHAPTER II

Review of Relevant Literature

A. Behavior Contracting

Definition

Behavior contracting has been defined in the following ways:

> The arrangement of the conditions so that the child gets to do something he wants to do following something you want him to do. (Homme, Csanyi, Gonzales, & Rechs, 1970, Introduction)

> A...contract is an agreement between two or more persons specifying what each person will do for a stated period of time. It takes the form, "I'll do... for you in exchange for your doing... for me." (Krumboltz & Thoresen, 1969, p. 87)

> A...contract is a means of scheduling the exchange of positive reinforcements between two or more persons... contracts structure reciprocal exchanges by specifying: who is to do what, for whom, under what circumstances. They therefore make explicit the expectations of every party to an interaction and permit each to determine the relative benefits and costs to him of remaining within that relationship. Furthermore, by making roles explicit for family members, contracts enhance the likelihood that responsibilities will be met, and by postulating reciprocal exchanges within families, contracts contribute to interactional stability. (Stuart, 1971, pp. 2-3)

> The behavior contract is a formal agreement between the client and other significant individuals who are affected by or affect the client's behavior.... It is a technique that falls within the behavioral strategy usually referred to as self-monitoring or self-development. The objectives of the behavior contract are (a) to obtain a commitment to a change of behavior, (b) to effect the change under conditions which are clearly specified, and (c) to agree in advance to what the

> consequences of the change will be for all parties involved. (Hackney, 1974, p. 23)
>
> A contingency contract really amounts to an agreement between two agencies involved in one situation.... [It] is entered into with input from both parties, is subject to revision at specified intervals, and is not mandatory in the sense that it can be forced on someone or 'assigned' to someone. The conditions of agreement must be entered upon freely by both parties.... A contingency contract specifically delineates consequences, either positive or negative, for the behaviors under contract. A typical contingency contract will include (1) specification of appropriate behaviors; (2) specification of inappropriate behaviors; and (3) a thorough description of consequences for both appropriate and inappropriate behaviors. (Glover & Gary, 1975, pp. 35-36)

Basically, it would seem that behavior contracting is an agreement between two parties which specifies (1) a requirement to be met (a task), and (2) the consequences for filling that requirement (a reward). This agreement can be stated in the conditional sentence, "If you will do the task, then you will receive the reward."

B. Behavior Contracting with Families

Behavior contracting is a flexible technique which has been employed both to alleviate the difficulties of poorly functioning families and to enhance the functioning of families who are already coping. Various family therapists have utilized this strategy in their practice: Stern and Marks (1973) have used it within the context of obsessive-compulsive neurosis and Wallace, Teigen, Liberman, and Baker (1973) have used it to treat destructive behavior. Firestone and Moschetta (1975) make this comment:

> As conflicted family members establish contract provisions that satisfy respective needs, they begin to desensitize themselves from their own apprehensions concerning the therapist and the therapeutic process itself. With contract implementation, family members experience satisfaction from actually having their stated needs met. In the working through of the contract, family members experience a shared success. The therapeutic process is experienced as less threatening than anticipated, and family communication is strengthened and improved. (p. 31)

Knox (1971) uses contracting as a basic component in his approach and has (1973) seen this method initiate "positive marital behavior" although not necessarily continued marital satisfaction. Stuart (1969) incorporates this strategy in his therapy, as does Liberman (1970), Rappaport and Harrell (1971), Fish and Helbrick (1973), Tweedie (1973), and Rutherford and Bower (1975).

Within the family and institution context, various researchers have successfully applied contracting. Within the home setting this application has been made by Stuart (1971), Eyberg and Johnson (1974), and Lipinski and Lawrence (1973). Stuart (1972), however, gives a cautionary note to its application in this context when he concludes:

> Contracts tend to depend more upon the therapist and his interventions than upon features of the client.... the characteristics of contracts appear unrelated to treatment outcome. (p. 161)

Within the institutional setting Philips and Wolf (1968), Cohen and Filipczak (1971), DeRisi (1971), and Stuart and Tripodi (1972) have used it. This technique has also been helpful with drug offenders, as Boudin (1972), Weathers, Liberman, and Allen (1972), Boudin and Valentine (1972), Krasnagor and Boudin (1973), Polakow and Doctor (1973), and Boudin (1974) demonstrate. Tighe and Elliot (1968), Mann (1971),

Mann (1972), and Mann (1973) have demonstrated the effectiveness of contracting in relation to weight control.

Some authors have recommended contracting as a general strategy to enhance the interactional quality in normally functioning families. Those seeing it as a way of making a good situation better include Patterson (1971), Blackham and Silberman (1971), Pumroy and Pumroy (1972), Ney (1972), and Tams and Eyberg (1976).

C. Behavior Contracting in the Classroom

This area will be covered by presenting the studies that used contracting in the classroom situation and by setting forward the works which have outlined the process of contract development and the characteristics of an effective contract.

Homme, following the work of Premack, was the first researcher to systematically apply the behavior contracting technique to the classroom situation. The events leading up to this application are traced by Tosti and Loehr (1971). Since then, this technique has been applied to classroom behavior, to specific subject areas, to grades and to the student-teacher relationship.

Many recent studies have demonstrated the efficacy of behavior contracting as it has been applied within the classroom. This application can be categorized in the following way:

Figure 1

	Studies in the Regular Classroom	Studies in the Special Education Classroom
Studies Involving Only the School		
Studies Involving Both Home and School		

Contracting in the normal classroom and involving only the school has focused on increasing motivation, increasing prosocial behaviors, reducing inappropriate behavior while increasing appropriate behavior, increasing grades, and structuring the work situation.

Tosi, Upshaw, Lande, and Waldron (1971) noted, in non-verbalizing elementary students, significant mean gains in unsolicited classroom response rates using both contracting and social reinforcement techniques. Williams, Long, and Yoakley (1972), using advantaged middle-class students who were already emitting high rates of appropriate behavior, found that contracting increased the level of appropriate behavior. Thomas and Ezell (1972) found that the school counselor, using this method, was able to successfully deal with problems such as class-cutting and not being able to establish priorities. Fallon (1973) found that elementary school children who learned their mathematics within a contingency contracting learning system environment made significantly higher achievement scores in the area of mathematics concepts achievement. Fenn (1973) found that, under certain conditions, contract counseling can be effective in improving school attitudes of high ability, low achieving, adolescent males. Arwood (1974) concluded that behavior contracts had a positive effect on the social interaction and academic achievement of a ninth grade class.

Homme (1966) both reduced inappropriate and increased appropriate academic performance in adolescents who were potential school dropouts when, through written contracts, he specified how existing reinforcers could be earned by completing assignments. This same approach was successfully applied by Kane (1969) and by Lovitt, Guppy, and Blattner (1972) with elementary school children. Similar studies, which

focused on behavior change, were done by Anandam and Williams (1971) with grade eight students; by Wasik (1970) with grade two students; by Becker, Madsen, Arnold, and Thomas (1967) with elementary school children; and by Thompson, Brassell, Persons, Tucker, and Rollins (1974) with children from grades one to five. These studies all demonstrate the successful application of the contracting technique. Andrews (1971) utilized this technique both in raising a sixth-grade student's math assignment performance and in diminishing inappropriate behavior in a seventh-grade class. Brigham and Amith (1973) used contracting in conjunction with a token system in order to enhance the work of three second-grade "unmotivated" students. Barrish, Saunders, and Wolf (1966) successfully applied contracting to fourth-grade students in such a way that inappropriate or appropriate behavior by an individual had consequences which were shared by all members of his team.

Thompson and Davis (1970) employed a contract with eighth-grade mathematics students in which they identified the behaviors necessary for a particular grade and several alternatives for achieving that grade. The results revealed that students under the contract significantly bettered their previous grades, as well as the grades of students in a control group. However, Poppen, and Thompson (1971) found that the same strategy did not work in their study with college sophomores. Using seventh graders in a disadvantaged metropolitan area, Williams and Anandam (1973) compared grades attained by students under contract with those attained by similar students not under contract. They concluded that behavior contracting is an effective way of improving student grades but that some teachers are much more

successful than others in using a contract system. These studies seem to indicate that contracting may be less effective when behavior requirements are loosely defined.

Work contracts, where the students decide what they will do for a period of time, have been implemented with elementary school students by Woodlinger (1973), and Schmitz and Schmitz (1972). Both studies claim positive academic, intrapersonal, and interpersonal results.

Various studies of contracting done in the normal classroom have involved the home as well as the school. These studies have used parents and "significant others" as sources of manpower, sources of reward, sources of information on problems, baseline data, and appropriate contingencies, as well as agents of contract extension. MacDonald, Gallimore, and MacDonald (1970), Vaal (1973), Brooks (1974), and Brooks (1975) have focused on the problem of truancy. MacDonald et al. (1970) concluded that contingency counselors significantly improved the attendance of the target students and that it was a more effective method (even though it took less time) than "contact" counseling. Presenting two successful case studies, Brooks (1974) argued for a more thorough investigation and a wider application of contingency contracting; in Brooks (1975), the achievement of these goals was reported.

Utilizing daily report cards with 11 to 15-year-old boys, Bailey, Phillips, and Wolf (1970) made home privileges contingent upon school behavior. They conclude that home-based reinforcement is a practical and efficient method for modifying classroom behavior. Frost (1973) set out to determine the effectiveness of school counselors involving

problem children in grades four to six with their teacher and parents in a contractual agreement. The treatment group, which was exposed to the contractual agreement and reality therapy, made significant gains. Littky and Bosley (1970) adapted contracting, along with other behavior modification techniques, to an impoverished urban setting--again with positive results. A wide-ranging study (involving problems such as runaway behavior, truancy, hyper-aggressivity, stealing, and achievement motivation in students ranging from grades one to eleven) by Cantrell, Cantrell, Huddleston, and Wooldridge (1969) employed home-school contracts in a flexible and practical manner. They conclude that:

> The application of reinforcement theory in the form of written contingency contracts as specific directions through which the natural contingency managers can change problem behaviors appears to be a potentially useful tool for professionals dealing with children's problems. (p. 210)

The application of contracting by school personnel to the special classroom situation has been carried out. Dee (1972), working with a "crisis class" of students ranging from grades one to eight, achieved an 85% success rate of students readjusted to the regular classroom situation. Meisels (1974) used contracting as a strategy to enhance "social competence." By presenting three case studies, Toews (1969) illustrated how the counselor can perform the role of contingency manager and how he might work with the remedial teacher. He observed that there are effective reinforcers available in the classroom and that appropriate contingencies for influencing behavior can be arranged, that the effects of the modification strategies appeared very quickly and that the counselor can operate as an effective contingency manager. Games, teacher attention, and free time have successfully been made

contingent upon completion of work in remedial classrooms, as Zimmerman and Zimmerman (1962), Nolen, Kunzelmann, and Haring (1967), and Rickard, Taylor, and Libb (1973) have shown. On the other hand, Sharpe (1972) found that an open contingency management instructional system made little difference in the academic achievement of a remedial school population in the areas of reading and mathematics. Thompson, Prater, and Poppen (1974) achieved dramatic success (an 88% decrease in the incidence of disruptive behavior and a 95% increase in the number of completed daily assignments) when they set up contracts that provided free time as a consequence of individualized assignment completion for one hundred and three students in special reading classes between grades two and five. Adapting to the needs of the individual classrooms involved, Crozier, Crozier, Little, and Stewin (1971) incorporated social, token, and activity reinforcements into their study of three opportunity classrooms. They found that:

> The procedures of contingency contracting appeared to effectively increase 'on task' behavior in the classrooms involved, with a corresponding decrease in various 'off task' behaviors .... Results of this pilot project support the feasibility of applying contingency contracting principles to the special classroom, regardless of the previous experience of the teachers involved, with good success. (p. 44)

McKenzie, Clark, Wolf, Kothera, and Benson (1968) involved both the home and the school in a study which applied contingency management to an elementary learning disabilities class. They demonstrated that a token reinforcement system with grades as tokens and allowances as back up reinforcers can significantly increase levels of academic behavior beyond those maintained by the systematic application of other reinforcers available to a school. Cohen, Keyworth, Kleiner,

and Libert (1971) successfully applied contracting to a wide range of behaviors exhibited by children who had been ejected by the public school system and placed in a Learning Center. Among their conclusions, they state that:

> Arranging contingency contracts between students and their parents is an efficient means for modifying the behaviors of the students and controlling some parent behaviors. (p. 304)

Various works have focused on the process of contract development and on the characteristics of an effective contract. Although many of the studies already cited imply a procedure for contract development, the following works focus specifically on this process. Foley and Willson (1971) outline a nine step outline for contract implementation. These steps are: (1) referral of maladaptive behavior; (2) selection of terminal behaviors; (3) construction of a reinforcement menu; (4) development of a token economy; (5) initiation of the contractual agreement; (6) specification of the contractual terms; (7) formalization of the contract; (8) contractual pay-off; and (9) renegotiation of the contract. Cantrell, Cantrell, Huddleston, and Wooldridge (1969), illustrating from their own experience, also follow a six-step outline; their work and that of Thompson and Poppen (1972) focus in the area of the initial interview. Mann (1974) attempts to set forth the process by delineating the minimal requirements of a contract in terms of an applied behavior analysis and by distinguishing contracting from other types of contingency management procedures. He sees these requirements as being (1) an explicit agreement (between involved parties) specifying some behavior(s) to be changed with clear descriptions of the relevant consequences which will follow; (2) the behaviors specified to be

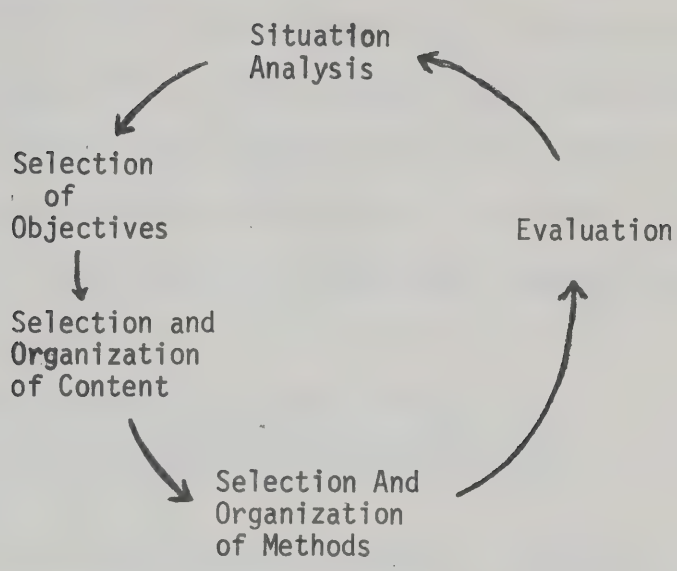
changed in the contract are defined in terms of observable events; (3) specific contingencies are incorporated into the contract which will require the contractee to be available for behavior measurement and the delivery of the specified consequences; (4) the contract includes a clause which gives the contractor management and control over the relevant consequences of the target behaviors specified in the contract; (5) the contract contains a clause stipulating that the contractor, at his discretion, could experimentally manipulate the specified consequences; (6) the client is a consenting individual; and (7) the contract includes a clause which will either insure or facilitate the continued implementation of the agreed-upon contingencies until target behaviors are reached. Outlining each of the issues that needs to be dealt with, Keirsey (1969) demonstrates how the "significant others" are to be included in the contracting process. Zifferblatt (1970) demonstrates how contracting can be developed in relation to study and homework behaviors; Glover and Gary (1975) do likewise in relation to "creative" behaviors. Lundell (1972) and Hackney (1974) outline the process as it relates to the classroom; Lipinski and Lawrence (1973) outline it in relation to family situations and point to the necessity of reciprocity in that setting. DeRisi and Butz (1975) give opportunity to practice the process of contract development that they set forward by including case simulations; they also focus on the issue of contract maintenance. Thomas and Ezell (1972) set forward seven "basic features" which they see as comprising the contracting process.

The characteristics of an effective contract have been delineated by the following works. Stuart (1971) proposes that an effective contract contains five elements: privileges after responsibilities, detail of responsibilities and privileges, a system of sanctions, a bonus clause, and a feedback system. Homme, Csanyi, Gonzales, and Rechs (1970) and Homme and Tosti (1971) see an effective contract as one which has followed ten rules--five pertaining to features of the reinforcement and five pertaining to features of the contract. George (1973) outlines seven characteristics: all expectations are described carefully and completely, the contract is fair to all parties, the contract must have mutually acceptable goals, the contract must be reasonable and feasible, the contract must reward performance rather than obedience, the contract must be positive, and a contract must be concluded with mutual satisfaction and an assessment of the contractual agreement.

D. Program Development

The program developed in this study followed the steps outlined by Nicholls and Nicholls (1972); they are presented in the following figure.

Figure 2



In this dynamic process, the situation analysis is the specification of the factors which will influence the program and of what that influence will be; the selection of objectives is the issue of the instructor deciding what he/she wants his/her learners to achieve; the selection and organization of content is the knowledge, skills, attitudes and values to be learned; the selection and organization of methods involves the relationships between learners, instructors and materials, the organization of the content, its manner of presentation to learners and the activities the learners and instructor carry out; and evaluation is the assessment of how far the learners have progressed toward the stated objectives.

In relation to the situation analysis, Nicholls and Nicholls (1972) identify the instructor, the learners, the environment, the facilities and the "climate" (which is the total of the values and attitudes held by those involved and the relationships which exist) as factors which need to be taken into consideration in program

development. Waite (1974) emphasizes learner characteristics and needs as the most important factor and asks questions like what do they need and what do they want, what is their academic background and socio-economic level, what are their sociological characteristics, what is their availability for training, and how many are there?

In relation to the selection of objectives, Anderson and Faust (1973) state:

> The identification and proper statement of the educational objectives of a lesson can be the most important step in instructional planning. (p. 13)

Mager (1962) first specified the necessary components of this "proper statement." These components are:

1. an indication of the conditions under which the performance will take place.

2. an indication of what the performance is.

3. an indication of the minimum level of acceptable performance.

Brown and Coppedge (1976) make explicit and show the importance of another (implicit) component--"identification of learner."

Briggs(1970) sets forward an impressive list of twenty-one reasons why written behavioral objectives are needed for course development and classroom implementation. The reasons given are:

1. On a large materials-development project, written behavioral objectives serve as a basis for (a) assigning work to members of a team; (b) reviewing the materials developed; (c) organizing and managing the work; (d) insuring unity of direction to the project; (e) knowing when all draft materials are finished; (f) conducting formative evaluation and revisions; (g) conducting overall summative evaluation;

and (h) deciding on sequencing, selecting media, and prescribing for preparation of instructional materials.

2. To provide a basis for supervising the work of specialists.

3. To communicate to the user (teacher) the purposes of the completed materials, including evidence of effectiveness, so that the user can make a decision "to buy" or "not to buy."

4. To inform students of the purpose of each learning activity to guide both their study effort and self-evaluation progress. To tell the student what he should be able to do upon completion of his study of a particular set of materials.

5. To know when a student has met "core" objectives, thus freeing him to use remaining time for enrichment experiences or self-selected additional work.

6. To help students study selectively; to enable them to distinguish "core" from "enrichment" material in textbooks or other materials.

7. To help review testing and evaluation procedures to make certain they are relevant and congruent with objectives.

8. To set milestones for reviewing progress, providing feedback in results, or to establish a basis for remedial instruction.

9. To avoid unnecessary guesswork or frustration for the student in directing his efforts toward appropriate goals, and to help him understand what basis will be used for evaluation.

10. To protect the teacher from unjustified criticism that exams (the teacher gives) are unfair, unexpected, or irrelevant.

11. To guide the teacher in selecting individual items of materials if he must choose these rather than being able to purchase integrated

packages designed to achieve specified objectives.

12. To remind each teacher to examine the appropriateness of his methods, materials and use of class time.

13. To provide a basis for knowing when many students fail an objective (suggesting a need for change of objective or a change in method, or in materials); and/or when a few students fail, suggesting the need for individual remedial work.

14. To provide a reminder to review objectives periodically for usefulness and relevance, and to modify them on the basis of experience with the class or new information.

15. To respond to public inquiry about what is being accomplished.

16. To provide a basis for improvement of course goals through review with laymen and experts.

17. To provide a way to make partial course revisions in light of new data or changed conditions.

18. To provide a basis for grade placement of transient students.

19. To provide a basis for appraisal of assumed prerequisite skills.

20. To call attention to needed research on how to teach difficult objectives.

21. To serve as a basis for promotion, certification, vocational guidance, job placement, and for planning future educational needs of the student.

Anderson and Faust (1973) state that there are several reasons why behavioral objectives make teachers more effective, including (1) the teacher knowing exactly where he/she is going; (2) the teacher knowing the route he/she is going to take to reach the goals; (3) the teacher being less likely to overlook a vital component to student

progress; (4) the teacher having detailed criteria against which instruction, as well as terminal performance, can be evaluated; (5) the teacher having a framework for an ongoing system of instructional quality control (since a complete statement of objectives pinpoints intermediate behaviors that the teacher can check during instruction; (6) the teacher being able to select and give additional instruction to students who are not progressing (since evaluation is in terms of student performance); and (7) the teacher being able to make accurate decisions as to when an objective has been reached and it is desirable to move on to another.

Gronlund (1970), emphasizing the importance of stating instructional objectives in terms of learning outcomes (rather than in terms of the teaching-learning process) and in terms of student performance (rather than teacher performance), relates instructional objectives to classroom instruction. In addition to the above issues, Rowntree (1974) also focuses on the issue of objections to objectives. He lists the following objections as representative of those which have been leveled at behavioral objectives:

1. Objectives are too difficult to formulate, especially in arts based subjects.

2. Objectives put too much stress on trivial and easily-measured behaviors.

3. Not all desirable results can be specified in advance.

4. It is undemocratic to specify objectives in advance.

5. Objectives are difficult for the teacher to work with.

In answer to the objection that objectives are too difficult to formulate, Rowntree says:

> ...nobody pretends that objectives are easy to come by. The pinning down of clear and worthwhile objectives demands even more mental effort and research from teachers than they demand from their students. But, unless he so exerts himself, the teacher finds he is in the unfortunate professional plight of being unable to prove that his "teaching" has any results....In all subjects and at all levels, the task is difficult. This is a reason not to abandon it but to seek ways of cooperating over it, improving our efforts and making them more productive. (p. 37)

The objection that objectives put too much stress on trivial and easily measured behaviors is answered by pointing out that, although trivial objectives are the kind most widely attained in education today, the teacher who attempts to clarify his objectives is probably less likely thereafter to teach and test the trivial and easily measured.

Many people have stated that it is not possible to pre-specify objectives in the affective domain and in the higher level cognitive domain (where originality and creativity are involved). To this Rowntree replies:

> Certainly we have a lot to learn about describing and exemplifying high-level and creative behaviors. Yet it is surely nonsense...to assert that there are no ways of stating in advance the kinds of quality one would look for (and the errors one would expect to see avoided) in a student's printing, essay...Professionals constantly make such appraisals and judgments about their colleague's work, and examiners likewise for candidates in the arts. When they are willing to externalize their criteria for judgment, we shall have our objectives. (p. 38)

To those who claim that it is undemocratic to specify objectives in advance, Rowntree points out that all education is undemocratic in that the student is either literally forced or (at higher levels) economically

persuaded to partake and be "groomed for society." He contends that explicit objectives at least let the student see what is expected of him and this enables him to propose supplementary or alternative learning objectives of his own.

To the objection that objectives make the teacher's job impossible (since they cannot keep aware of the progress of a number of different students towards a number of different objectives), Rowntree replies:

> This to me would indicate that the teacher should modify the system rather than abandon his statement of purpose. (p. 39)

He goes on to suggest modifying the system by using fewer objectives, delegating the task of monitoring and making the record-keeping systematic. Kemp (1971) sets forth a practical procedure for writing objectives; he also clearly summarizes the key points about objectives:

1. They indicate what students will learn specifically.
2. They are classed in either cognitive, motor-skills, or affective areas.
3. They consist of an action verb, a content reference, and a performance standard.
4. They can be categorized according to levels of learning, following the work of Gagné (1969).
5. They are more difficult to specify in the higher levels and in the affective area.
6. They may need to be modified or redeveloped as a unit proceeds.

Anderson and Faust (1973) show the relationship between objectives and task analysis when they say:

> A behavioral objective designates a task: a definite definable activity which, it is hoped, the student can perform successfully when he completes a lesson or series of lessons. A comparison step in planning the lesson, since in practice these steps will often be accomplished together, is the task analysis. In this step, the task is analyzed into the set of skills that a person must perform to accomplish the task. (p. 57)

Bateman (1971) provides a practical look at task analysis, seeing it as the process of identifying the intermediate behaviors the student must acquire to proceed from the level of his entering behavior (skills and knowledge already in his repertoire) to desired terminal behavior (objective). A completely developed task analysis will present (1) a detailed description of the component behavioral skills that the accomplishment of the task entails, (2) the relationships among those components, and (3) the function of each component in the total task.

The issues of the selection and organization of content and the selection and organization of methods are typically considered together. Waite (1974) in her thorough course development checklist, follows this procedure. Her sequence is to list tentative and necessary content, to consider strategies, to decide on strategies, to write a rationale of the course, to arrange the content in pedagogical order, to divide content into lessons or units, to write tentative objectives for unit one, and to write instructional material for unit one. Kemp (1971) sees the selection and organization of methods in the following way:

> These three patterns - presentation, independent study, and teacher-student interaction - are the basic methods of teaching and learning. Each instructional activity, whether selected for teacher or student use, is related to one of these patterns. (p. 53)

Within that framework, he sets forth criteria which, if followed, lead to the proper utilization of that method. These issues are also thoroughly dealt with by Rowntree (1974) under the following headings: sequence in learning, strategies in teaching, five stimulus modes, functions of media and selecting modes and media.

In relation to evaluation, Rowntree (1974) addresses the issue under the following questions: what is evaluation, why bother with evaluation, and how shall we evaluate? He defines evaluation as:

> ...the means whereby we systematically collect and analyze information about the results of the student's encounter with a learning experience. (p. 130)

He sees the chief function of evaluation as being the improvement of teaching effectiveness. He advocates both formative and summative evaluation. Anderson and Faust (1973) set forward five purposes of evaluation--instructional quality control (based on student performance), identification of weak aspects of instructional materials and teaching procedures, assignment of students to homogeneous groups, facilitation of student learning, and grading. Kemp (1971) shows a connection between objectives and evaluation when he says:

> Your objectives will indicate what the evaluation should be. Thus, you insure measuring directly what it is that you will be teaching. (p. 37)

He advocates the directness of this relationship, explaining how it implies a wide variety of evaluation techniques, including practice in the real-life situation. Popham (1973), focusing on the issue of contrasting norm-referenced and criterion-referenced approaches to measurement, sees the latter as a result of the impact of objectives-oriented approaches to instruction.

CHAPTER III

Methodology

A. Development of Format and Workbook

With teacher concerns about the feasibility of using behavior contracting in the classroom and with personal concerns about the existing attempts to make such an application in mind, a program was developed for the purpose of providing a feasible, clear, and complete approach to using contracting in the classroom. The program was comprised of two parts.

Instructional and Evaluation Format

This format consisted of the development of a final instructional objective which specified (a) a general overview of the people involved, the materials used and the structure of the study, (b) what the learner does during each unit of the study, and (c) under what conditions and to what standards the learner completes the specified objectives. (The final instructional objective which was revised on the basis of teacher feedback is contained in Appendix A).

This format also included the delineation of the behavioral objectives for each unit of study, where a behavioral objective indicates what the student should be able to do, under what conditions, and to what minimum acceptable standard of performance, at the completion of a unit (Anderson & Faust, 1973). Under each behavioral objective, a task analysis was completed; this is the process of "isolating, describing, and sequencing all the necessary sub-tasks which, when the student has mastered them, will enable him to perform the objective" (Bateman, 1971, p. 33). On the basis of the specification of the behavioral objectives and sequence of sub-tasks necessary to attain

the objective, the lesson development for each unit took place. It consisted of the selection and development of materials and techniques which, during the in-session presentation and interaction and during the out-of-session study and exercises, would enable the learner to achieve the objectives of that session. The materials developed included a list of the behavioral objectives for each unit, notes for each unit, and various checklists. The techniques applied included practice via case simulations and application of the entire contracting process in the regular or special education classroom situation. Finally the issue of unit evaluation was addressed; following the work of Kemp (1971), evaluation was for the purposes of "...measuring the achievement of students.... and determining if there are any weaknesses in the instructional plans in order to enable the teacher to improve it" (p.40). The evaluation, which sought to determine if the unit objectives had been achieved, was carried out by means of quizzes, feedback questionnaires, discussion, case simulations, and feedback from the learners' application of contracting in their own classroom. (The unit plans and materials which were revised on the basis of teacher feedback are contained on Appendix B).

This format also involved the delineation of a "Timetable of Sessions" which specified what was to take place before, during and after each session (one unit of the format was covered at each session of the study). The "Timetable of Sessions" which was revised on the basis of teacher feedback is contained in Appendix C.

Throughout the study the instructional principles outlined by Popham and Baker (1970) and Quilitch, Miller, McConnell and Bryant (1975) were followed. These principles consisted of clearly specified objectives,

clearly specified purposes, equivalent practice, knowledge of results, affective objectives (attained via instructor support, encouragement, etc.), clearly specified terminal behaviors, clearly specified criteria for judging terminal behaviors, individual projects, and formal incentives. The instructional principle of clearly specifying objectives is basic to setting up an instructional sequence and consists of the teacher clearly communicating to the learners what he expects them to be able to do (and to what standard) at the end of the sequence. This was fulfilled in the study by supplying the learners, at the beginning of each unit, with a list of the behavioral objectives for that unit. The principle of clearly specifying purposes is that of the teacher clearly communicating to the learners why the objectives are worth reaching. During unit one, the learners were made aware of the practical value of being able to initiate, maintain and terminate a behavior contract. The principle of equivalent practice is that of providing the learner with practice of behavior that is exactly like the terminal behavior described in the objective. This principle was attained in the study by means of case simulations. The principle of knowledge of results is that of making provisions which enable the learner to determine the adequacy of his/her responses shortly after he/she makes them. During the study, time was allotted for feedback of quiz results, case simulation results and practical application results. The principle of attaining affective objectives, which means giving the learner a "positive learning experience," were provided in the study via instructor encouragement, willingness to help and discussion of issues. The principles of clearly specifying terminal behaviors and clearly specifying criteria for judging terminal behaviors were fulfilled by

including both in the behavioral objectives that were developed for each unit. The principle of individual projects, which is that of providing opportunities for the learner to practically apply the skills taught during the unit session, was fulfilled by having each learner initiate, maintain and terminate a contract with a student in his/her classroom. The principle of formal incentives, which is that of providing the learners with a reward for program completion, was fulfilled by having "Certificates of Completion" added to their teaching file.

Contracting Workbook

The workbook on contracting was used in conjunction with the instructional and evaluation format. (Its use during the sessions is outlined in the unit plans). This workbook was developed from and is consistent with the existing literature in the area of behavior contracting. In this regard, it builds on the context and rules for contracting as supplied by Homme, Csanyi, Gonzales and Rechs; it further develops the contracting process as outlined by Lundell; and it elaborates on the ideas of contract maintenance as given by DeRisi and Butz. It also includes new material in the area which was developed from the author's experience in contract application. (The contracting workbook which was revised on the basis of teacher feedback is contained in Appendix D). This workbook attempted to give assistance to the participants of the study in three ways.

First, it attempted to set forth the necessary theory in the area of behavior contracting. The purpose of such theory is to provide a context for the contracting method. In this regard, a general definition of contracting is set forward, the rule of behavior upon which contracting is based is stated and explained, a general definition

of contracting (with an example) when applied to the classroom situation is enunciated, and the thirteen rules (with examples) which are necessary for the effective application of the strategy are listed.

Second, it attempted to isolate the essential steps involved in the process of behavior contracting and deal with relevant issues relating to each of the steps. Four general steps are seen in this process--contract implementation (laying the groundwork), contract initiation (starting the contract), contract maintenance (keeping the contract effective), and contract termination (fading out the contract). Within the step of contract implementation, the issues of teacher attitude, how to choose a student, how to focus on the problem, how to take baseline data and how to use the contract format and daily report card were dealt with. Within the step of contract initiation, the issues of how to conduct an initial meeting, how to choose tasks, how to choose rewards, how to choose goals, how to develop contract conditions, and how to write the contract were dealt with. Within the step of contract maintenance, the issues of behavioral principles to follow, the symptoms to be looking for and what to do if the symptoms occur, were dealt with. Within the step of contract termination, the issue of questions to ask to insure a successful termination was dealt with.

Third, it attempted to provide materials which would facilitate the implementation of each step in the contracting process. Within the contract implementation step, the problem specification checklist, completed examples of how to take baseline data with the pre-contract daily report card, a completed contract format, and a completed post-

contract daily report card, were included. Within the contract initiation step, the appendix containing types of rewards and reinforcers teachers may use, the appendix containing the reinforcement inventory, the appendix containing the certificate of excellence, and the appendix containing the monitoring sheet were included. Within the contract maintenance step, the list of symptoms which point to contract malfunctioning and the list of questions which pinpoint the problem and its solution, were included. There were no specific materials for facilitating the contract termination step.

B. Procedure Adopted in the Study

Two groups of teachers participated in the study. The first group consisted of eleven regular classroom teachers who were teaching within the span of grades three to six in schools in the city of Edmonton. The second group consisted of eleven special education classroom teachers who were teaching within the span of grades three to six in schools in the city of Edmonton. Included also in this second group were four counselors who were working in Edmonton city schools. As the format indicates, both groups attended seven weekly sessions (six formal, one informal) during which the sequence of steps in the contracting process was presented, exercises to acquaint the teachers with the skills needed at that particular step were worked through, and discussion about issues, problems, alternatives, and cases took place. During the week between sessions they applied that phase of the process with a student they had selected in their own classroom. Following each unit they completed and handed in a workshop evaluation which provided feedback on the content, assignments, instructional process and

teacher for that unit. Also, they handed in materials, at each phase of the contracting process, which provided feedback on their application of this process. A detailed outline of what transpired before, during and after each unit of the study is contained in Appendix C.

CHAPTER IV

Results

A. Initial Expectations

When attempting to understand a process, it is necessary to have some static reference point that can be used for comparison. The preliminary expectations of the researcher serve such a function in this type of formative analysis. The expectations will be summarized in terms of unit content, approach and objectives.

With reference to lesson content, the intention was to design the workbook and the format in such a way that the sequence of steps which make up the contracting process would be readily apparent and that the teachers involved would be able to apply the process in their classroom. The material covered is consistent with relevant sources and provides a framework for the behavioral approach to classroom management.

Different approaches were used to present the unit content. The basic purpose of this diversity of approach was to maintain a balance between the cognitive and the experiential dimensions of learning.

The basic objectives of the program were twofold: 1) to enable the learner to define behavior contracting and to know the rules which underline its successful application; and 2) to enable the learner to successfully and democratically develop, maintain and terminate a behavior contract in his/her classroom.

B. Instructor Observations

These observations were framed in terms of unit content, approach and objectives.

The content of the units was quickly and easily grasped by most of the learners (approximately 90 percent), judging from their assignment results and from the questions asked during discussions. The application of this content was also quickly made (although, in some cases, uncontrollable factors prevented the completion of the application). These results tend to confirm the contention that many teachers adopt a contractual framework for classroom management, although they may not be using it formally or explicitly.

The approach used in presenting the material was generally well received by the learners. Positive comments about its clarity and specificity were made. Some comments, however, indicated a desire for less "paperwork" (in terms of monitoring the behavior) and for more utilization of audio-visual alternatives.

It appeared that the objectives set forward were realized to a varying extent--depending on the individual learner. Most teachers were enthusiastic about the method and successfully applied it to more than one problem before program completion, whereas a few teachers were unable to use it successfully on one problem. Some by-products of the successful use of contracting became apparent during the course of the program; they included helping the teacher to relate directly with the student in a problem-solving manner, making teacher expectations explicit to the student and helping the teacher to see the student in a "different light." An illustration of this last by-product is seen in the comment by a teacher who said, "When I began to count the number of times that that behavior occurred, I found that he was no worse than some of the other children in the class."

A summary of the problem areas in the program (as identified by one or more of the participants) is given below:

1. The evaluation for objective 1-3c is too repetitive. It would probably serve its purpose if only three simple contracts were developed.

2. A more thorough definition of contracting, than the one given in the workbook, needs to be developed.

3. The "Identification of a Behavioral or Motivational Difficulty: checklist needs to be made more behavioral in nature.

4. The "Problem Specification" checklist needs the category pertaining to antecedent behaviors added to it.

5. Taking baseline data "every appropriate class period for at least five school days" may be excessive monitoring at this stage in the contract (in some cases it was found that specifying at least two periods a day for at least five days was sufficient).

6. There needs to be an exercise added to unit three which will give the learner practice at specifying the problem in behavioral terms.

7. There is too much material to cover in unit three.

8. There was some difficulty keeping pre-contract and post-contract daily report cards separated from each other (this could effectively be done by use of different colored paper).

9. In the unit four presentation of "How to conduct an Initial Meeting," a section on showing and explaining the post-contract use of the daily report card needs to be added in answering the question, "How will it work in this case?"

10. The section of the unit four presentation called "Choosing Contract Conditions" needs clarification.

11. One of the assignments, under "Independent Study" in unit

four, should be to hand in any remaining baseline data. Assignment number four in this same section should be withdrawn and inserted, at the appropriate place, in unit three.

12. It needs to be stated, at the outset of the unit six presentation of the steps involved in terminating a contract, that these steps need to be taken in the context of negotiation.

13. The workbook section on "Teacher Attitude" needs to be expanded.

14. The original workbook section on "How to Choose a Student" was not functional and needs revision.

15. In the workbook examples of the Pre-contract Daily Report Cards, the "out of seat" and "assignment completion" behaviors need to be defined on the report card.

16. The workbook examples of the Contract Format should contain the same tasks as those specified on the workbook example of the Post-contract Daily Report Card.

17. The workbook did not contain blank copies of the Pre-contract Daily Report Card, the Contract Format, the Post-contract Daily Report Card and the Contract Monitoring Sheet to facilitate classroom application.

18. The workbook section on "How to Initiate a Contract" needs to be expanded.

19. The workbook section "Choose a Reward" should contain a portion stating that the contractor is to specify who, what, when, where, and how the selected reward is to be dispensed.

20. The workbook section on "Maintenance of a Behavior Contract"

needs expansion.

21. The workbook section on "How to Maintain a Behavior Contract" needs to add the dimension of getting feedback from the student in order to maintain the contract.

22. The workbook section on "How to Terminate a Behavior Contract" needs expansion.

23. Arranging the session schedule so that there is two weeks between session four and session five and two weeks between session five and session six would facilitate those involved completing that phase of the contracting process (and thus not falling behind what is being dealt with during the session).

24. The drop-out rate from the program was high--approximately fifty percent. Although some people were not able to complete the program for legitimate reasons, it was concluded that enough formal incentive was not given.

C. Feedback From Participants

Quiz Results

In order to evaluate the behavioral objectives for Unit 1 (which is the unit which attempts to enable the learner to define contracting and to both know and use the necessary rules for implementation of this strategy), a three-part quiz was devised (see Unit 1 plan in Appendix A). The first section, which contained thirty multiple choice and fill-in-the-blank type questions and which evaluated objectives 1-1, 1-2 and 1-3a, was completed by twenty-two learners without the use of the workbook. The results were as follows:

1 learner = 63%

1 learner = 73%

3 learners = 77%

2 learners = 80%

2 learners = 83%

4 learners = 87%

5 learners = 90%

4 learners = 93%

These results indicated that 9 learners attained the 90% standard which had been set forward in the objective.

The second section, which contained nine contracts which violated at least one of the thirteen rules necessary for effective contract development and implementation and which evaluated objective 1-3b, was completed by twenty-two learners with the use of the workbook. The results were as follows:

1 learner = 78%

7 learners = 89%

14 learners = 100%

These results indicated that 21 learners attained the 89% standard which had been set forward in the objective.

The third section, which contained instructions to develop ten simple contracts which are examples of the incorporation of a specific rule and which evaluated objective 1-3c, was completed by nineteen learners with the use of the workbook. The results were as follows:

2 learners = 67%

17 learners = 100%

These results indicated that 17 learners attained the 100% standard which had been set forward in the objective.

Feedback on the quiz results was given to the learners. This feedback took place at the beginning of the following session and consisted of providing the learners with the correct answer(s), outlining the rationale for that answer, and discussing each question that arose because of the feedback.

Unit Evaluations

At the end of each unit, an evaluation on that unit was made by those involved. This evaluation was in terms of unit content, assignments, instructional process, teacher, and overall rating. The following four pages contain a summary of the results from the unit evaluations.

Generally, the unit evaluations supported the viewpoint that the content was practical, clearly set forward and worthwhile. The differing amounts learned and applied by the participants seemed to reflect their background. Their utilization of the strategy seemed to be directly proportional to their previous exposure to the principles of behavioral psychology and to their "set" of a reciprocity-based approach. Some learners (approximately 25 percent) felt that the program was not meeting their expectations (and they possibly left the study for that reason); other learners (approximately 20 percent) expressed concern about the amount of time available for content discussion.

For the most part, the unit assignments were seen as appropriate, useful and properly sized (although some learners felt they were too detailed and time-consuming). Initially, there seemed to be confusion

Summary of Unit Evaluations

Content

1.	The objectives of these units are	clearly stated	5 4 3 2 1	very vague
	Percentage of Learners:		72 25 3	
2.	What is actually taught agrees with the stated objectives	very well	5 4 3 2 1	not at all
	Percentage of Learners:		60 32 8	
3.	The relevant parts of the Workbook are	very useful	5 4 3 2 1	unimportant
	Percentage of Learners:		51 34 11 4	
4.	This workshop is a worthwhile part of your training	agree	5 4 3 2 1	disagree
	Percentage of Learners:		51 35 14	
5.	This workshop adequately fulfills your expectations	agree	5 4 3 2 1	disagree
	Percentage of Learners:		42 39 16 3	
6.	The major emphasis in the units is	theoretical	5 4 3 2 1	practical
	Percentage of Learners:		3 3 11 23 60	
7.	The amount I learned from these units is	considerable	5 4 3 2 1	negligible
	Percentage of Learners:		19 47 30 1 3	
8.	There is adequate time to discuss content	agree	5 4 3 2 1	disagree
	Percentage of Learners:		54 22 18 5 1	

Assignments

9.	The assignments for these units are	too large	5 4 3 2 1	too small
	Percentage of Learners:		5 29 65 1	

10.	As an aid to achieving course objectives, assignments are generally	very helpful	5 4 3 2 1	busy work
	Percentage of Learners:		38 45 15 2	
11.	Assigned reading is useful	agree	5 4 3 2 1	disagree
	Percentage of Learners:		49 39 11 1	
12.	The teacher gives ample notice for assignments	agree	5 4 3 2 1	disagree
	Percentage of Learners:		62 19 14 5	
13.	There is adequate time to discuss the assignments	agree	5 4 3 2 1	disagree
	Percentage of Learners:		57 26 11 5 1	
14.	You are aware of the criteria for evaluating your performance on each assignment	exactly	5 4 3 2 1	not at all
	Percentage of Learners:		45 31 19 3 2	
15.	The questions adequately sample the important material in the units	agree	5 4 3 2 1	disagree
	Percentage of Learners:		49 35 15 1	
16.	You receive adequate feedback concerning your progress.	agree	5 4 3 2 1	disagree
	Percentage of Learners:		40 39 18 3	

Instructional Process

17.	Material was well organized	agree	5 4 3 2 1	disagree
	Percentage of Learners:		51 36 12 1	
18.	Objectives of the course were stated very	clearly	5 4 3 2 1	vaguely
	Percentage of Learners:		72 23 5	
19.	Emphasis upon practical examples was	too great	5 4 3 2 1	too little
	Percentage of Learners:		4 20 68 8	

20.	The purpose for covering material was	clear	5 4 3 2 1	vague
		Percentage of Learners:	62 35 3	
21.	Synthesis of the material was	well done	5 4 3 2 1	inadequate
		Percentage of Learners:	37 47 14 2	
22.	The pace of the lecture was	too fast	5 4 3 2 1	too slow
		Percentage of Learners:	4 21 66 6 3	
23.	Audio-visual materials were very helpful	agree	5 4 3 2 1	disagree
		Percentage of Learners:	Not relevant to the units	
24.	The instruction process was	too rigid	5 4 3 2 1	too lax
		Percentage of Learners:	5 6 88 1	

Teacher

25.	The teacher operates at a level which is	too high	5 4 3 2 1	too low
		Percentage of Learners:	4 85 10	
26.	He is available and willing to give individual help	agree	5 4 3 2 1	disagree
		Percentage of Learners:	79 13 7 1	
27.	He encourages class discussion	agree	5 4 3 2 1	disagree
		Percentage of Learners:	62 24 11 3	
28.	Class sessions usually hold your interest - it is easy to remain attentive	agree	5 4 3 2 1	disagree
		Percentage of Learners:	41 35 17 6 1	
29.	How does the teacher respond to student criticism	receptive	5 4 3 2 1	rejecting
		Percentage of Learners:	83 17	

30. The teacher's knowledge of the subject area is very high 5 4 3 2 1 very low

Percentage of Learners: 68 32

31. Your general estimate of the teacher is superior teacher 5 4 3 2 1 poor teacher

Percentage of Learners: 26 54 20

32. Rate this workshop in comparison with other workshops in education.

10	9	8	7	6	5	4	3	2	1
11	25	34	17	10	3	(Percentage of Learners)			
better than most				average				Poorer than most	

about the criteria used to evaluate learner performance on the assignment. Concern was expressed by three people about ample notice for and adequate discussion of the assignment. Five participants felt that they did not receive adequate feedback concerning their progress; this seemed especially true in situations where circumstances had delayed contract implementation.

Approximately 80 percent of the participants indicated that the instructional process was characterized by organization, clearly stated objectives, an adequate synthesis of material and a proper balance between form and freedom. Recurring concern about over-emphasis of practical examples and under-emphasis of audio-visual materials was registered (both of which reflect instructor bias). The evaluations also revealed an overly slow pace for unit one (the blackboard was extensively used during the presentation of that unit; this experience led to the development of the unit notes) and an overly fast pace for units three and four (where a large amount of material was set forward to be covered; these experiences led to the modification of the length of these units).

The teacher was consistently seen as maintaining the balance between expecting too much and expecting too little and as being available to give individual help. He was also consistently seen as being receptive to student criticism and as having a solid knowledge of the subject area. Although most participants indicated that he encouraged class discussion and held their interest, there were four learners who disagreed. Overall, he was seen as being within the range of "average" to "superior."

The overall rating of this workshop in comparison with other work-

shops in education ranged from "average" to "better than most." On a ten-point scale, the results ranged from a low of 7.8 (unit four) to a high of 8.26 (unit five).

Comments From Unit Evaluations and Discussions

The generally positive ratings received from the learners on the unit evaluations were reflected in their general comments about the program. The following are representative of the comments of nearly all the participants:

> The workshop involves the student a great deal which is very beneficial to learning.
>
> One of the complaints I have with other "workshops" is that, in fact, there is no "work" being done, and I appreciate the practicality of the assignments in addition to the theory.
>
> Currently, David is on a verbal contract for reading, arithmetic and language because he wants to keep improving in these areas as he did under the written contract (very significant improvement indeed!).
>
> I have found this, and all other units, very worthwhile. I've had courses in behavior modification techniques before, and on contracts, but none were as practically oriented as this workshop. It has helped me synthesize all my past learning, and really put contracts into practice. I needed the structure to get started and keep the contracts on progress. Previously, I've initiated contracts but they were less successful because they were not behaviorally enough stated, too broad, or I failed to be consistent enough with rewards, etc. Contracts were more verbal and this didn't work well in the initial stages. Involving parents has made a big difference in maintaining contracts.

A special education consultant, who attended all the sessions, made this final comment:

> This series of workshops have been most valuable in that they provided teachers and counsellors with one specific technique or way of dealing with problems. Getting people involved really appeared to be useful and I felt encouraged by some of the feedback from members of the class.

Some comments (approximately 8 percent of the total number of comments), however, reflected dissatisfaction with the program. The following comment reveals a different attitude to the assignments than do the previous comments:

> I resent the assignments. Not because they are difficult, but because they seem to imply that I would not learn the material if I didn't have assignments to do. Actually, the opposite is the case. I learn more and better when I am responsible for what I do or do not learn. The assignments do smack a little of busy work.

The demands that the program made of the learners is the theme of the following comments:

> My only criticism of your process is the amount of paper recording required. It's too demanding on a teacher who is busy preparing lessons and materials. Though I understand the rationale and support it, I think it should be stressed in the workbook that the experienced contractor may eliminate most of the paper work.
>
> I'm basically a very disorganized and informal individual and I found the kind of organization and order demanded rather formidable and I felt beaten from the beginning!

Dissatisfaction with the instructional process was also expressed. The following comment reflects this:

> It appears that the lectures cover exactly the material in the notes and that major points are repeated three times. I personally consider it boring and time consuming. I can read as fast as or faster than the lecture being given.

The learners made many insightful comments on the individual units which revealed problem areas and suggested possible ways to improve the instructional format.

In relation to unit one, the following suggestions were made:

1. Since the material written on the blackboard was contained in the workbook, it could have been communicated in a way that would have saved more time for discussion or questions.

2. The instructions which outline the contracts that the learner was to develop in relation to the evaluation of objective 1-3c did not specify whether they are to be initial contracts or contracts which have already been renegotiated.

3. The contracting rules would be more understandable if they were categorized into those pertaining to the reinforcement, those pertaining to the contract, and those pertaining to the people involved.

4. Some of the questions used to evaluate objectives 1-1, 1-2, and 1-3a would be more fair if they indicated that all of the answers or none of the answers would be correct (this relates to questions 14, 17a, 17b, 18, 20, and 22).

In relation to unit two, the following suggestions were made:

1. It would be helpful if the workbook elaborated on and further clarified the elements found on the checklists.

2. There needs to be more instruction and practice on how to make operational definitions of behaviors to be contracted for, how to observe behaviors and how to use the "Problem Specification" checklist in relation to the problem behaviors (especially when the behavior does not fit the checklist exactly).

In relation to unit three, the following suggestions were made:

1. As solutions to the problem of too much material being covered in unit three, it was proposed that:

   (a) the section on how to take baseline data could be incorporated into unit two.

   (b) the post-contract daily report card portion of unit three could be incorporated into unit four.

2. In order to better utilize the time allotted to quiz feedback during session three, it was suggested that the instructor could:

   (a) quickly give all the correct answers without re-reading all the questions.

   (b) allow five minutes for learners to look over their papers and write in corrections, and then

   (c) entertain specific questions that are asked.

In relation to unit four, the following suggestion was made:

1. It would be useful to include, in a workbook appendix, examples of completed contracts of various kinds. This addition would give contractors ideas of how to relate the contracting strategy to their particular situation.

In relation to unit five, the following suggestions were made:

1. The fact that the "Conditions" section of the contract format contains a specific conditions format is confusing for those learners who have developed a contract which doesn't fit that format.

2. The workbook could contain a section which deals with sanctions. This section could deal with the definition of "Sanction," the purpose of sanctions, and the flexibility and limitations of their use.

3. The "Contract Malfunction Symptom" checklist could contain an explicit statement that, if no symptoms are apparent, the "Contract Maintenance" checklist does not need to be used.

4. The "Contract Maintenance" checklist could incorporate the additional question, "Did you change the contract in any way without discussing that change with the student?"

5. The case simulation used in unit five was not explicit enough to answer the questions posed in the "Contract Malfunction Symptom" checklist and the "Contract Maintenance" checklist.

In relation to unit six, the following suggestions were made:

1. In order to make it more clear to the learners where they are in the contracting process and what materials they need to work on and hand in next, a checklist containing all the assignments, in the order they are to be completed, could be developed and given to each student.

2. The handouts containing the "behavioral objectives" and the "unit notes" could be handed out a week in advance so that the learners could be more prepared to use the materials and discuss relevant issues.

Contract Application in the Classroom

During the week following each unit of the program, the phase of the contracting process dealt with in that unit was applied, by the learner, in his or her classroom to a chosen student. This application enabled the learner to become experientially acquainted with behavior contracting and to obtain feedback (at the following session or in personal conversation with the instructor) on any difficulties that were encountered. Each phase of the process contained assignments which, if successfully completed, indicated that the learner both

understood and was able to use the contracting strategy. When these assignments were handed in, they also provided feedback to the instructor about the feasibility of both the contracting method and his instructional format.

The assignment for unit one was to identify the rule (or rules) of contracting which was being violated when provided with contracts, to produce contracts which incorporate the rules of contracting, and to prepare to answer questions which evaluate whether or not the learner knows what a contract is, what the rule of behavior underlying contracting is, and what the rules of effective contracting are. The assignment for unit two was to select an appropriate student for contracting (with the help of the "Identification of a Behavioral or Motivational Difficulty" checklist) and to specify the problem behavior which will be contracted for (with the help of the "Problem Specification" checklist). The assignment for unit three was to take baseline data on the specified problem by means of the Pre-contract Daily Report Card, to select the tasks, rewards, and goals of the contract which will deal with the specified problem, and to learn how to use the Post-contract Daily Report Card. The assignment for unit four was to carry out an initial meeting of the involved parties for the purpose of completing the contract (as specified by the Contract Format) in such a way that everyone involved would be satisfied and to carry out the post-initial meeting responsibilities (including the use of the Post-contract Daily Report Card). The assignment for unit five was to identify symptoms which point toward malfunction in the ongoing contract (with the help of the "Contract Malfunction Symptom" checklist) and to take the necessary steps (if

there are symptoms) which will alleviate contract malfunction (with the help of the "Contract Maintenance" checklist). The assignment for unit six was to apply the necessary termination tactics to the ongoing contract (with the help of the "Contract Termination" checklist).

Of the twenty-two regular and special education classroom "learners" who participated in this study, eight successfully completed all the homework assignments (thirteen participants successfully completed all in-class assignments--this figure is indicative of the number of learners who attended all the sessions). A range of reasons for failure was given by those participants who did not fully complete the assignments; they include the time and planning demand of the program, student transience, student sickness, and unforeseen interfering activities.

On the basis of the feedback derived from the learner's application of contracting in the classroom, it is possible to make the following observations:

1. The students involved enjoyed the contract. Possible reasons for this enjoyment could be the recognition they were receiving for task accomplishment, the unambiguous nature of the tasks they were given or the "no-win, no lose" nature of the student-teacher interaction as it related to the contract.

2. There were great individual differences among the participants. Some (approximately 70 percent) grasped and applied the method quickly whereas others (approximately 30 percent) had difficulty being "comfortable" with it.

3. When the contracting process was effectively applied, it brought about an increase in adaptive behaviors and a decrease in maladaptive behaviors.

4. Some learners (approximately 20 percent) used the contracting process creatively, applying it in novel ways to fit their situation. An instance of such a novel application occurred when a teacher, unable to find sufficient "free time" during school hours, chose (in cooperation with her student) to send home, for the evening, a game of the student's choosing as his reward for task completion.

5. The contracting strategy can be negatively applied, usually in violation of the rules that a contract should be equitable, positive and should involve the student. Negative contracting is characterized by the threat of taking something out of the student's experience (rather than adding something to his experience) and has the effect of breaking down the student-teacher relationship.

6. Contracting was applied, with some success, to a considerable spectrum of problem behaviors.

D. Concluding Comments

The preceding results suggest that the contracting program (consisting of the instructional and evaluation format and the workbook) was well received by the learners. There is an indication of positive change in the targeted behaviors of the students involved as a result of participation in the program. This indication is based on learner feedback. This feedback from those involved has resulted in the revised program. This revision includes the instructional and evaluation format which attempts to incorporate the constructive criticisms and suggestions made (Appendices A, B, C) and the revised workbook, called the School Contracting Manual: Teacher Version (Appendix D), which attempts to synthesize information and materials into a self-sufficient manual which will enable the regular or special education classroom teacher

to apply behavior contracting in an effective way to his/her classroom.

Summarized below are the revisions that were made to the format:

(a) The ambiguous questions used to evaluate objectives 1-1, 1-2, and 1-3a were changed to make explicit the possibility that all, some, or none of the answers could be correct.

(b) The evaluation for objective 1-3c was reduced to the development of three contracts.

(c) The instructions in relation to the evaluation of objective 1-3c were clarified to specify that the contracts which were to be developed were initial contracts.

(d) A checklist containing all the homework assignments in the order they are to be completed was developed. This checklist, which would be given to each learner during unit one, is for the purpose of making it apparent to the learner where he is now in the contracting process.

(e) The schedule for giving the handouts containing the "Behavioral Objectives" and the "Unit Notes" was changed so that the learners could use them to prepare for the upcoming session.

(f) The "Identification of a Behavioral or Motivational Difficulty" checklist was made more behavioral by the incorporation of the categories outlined in Kuypers, Becker, and O'Leary (1968).

(g) The "Problem Specification" checklist was expanded to include a category pertaining to antecedent behaviors.

(h) An exercise, for the purpose of giving the learner practice at specifying the problem behavior in behavioral terms, was incorporated into unit two.

(i) The format for giving quiz feedback (during lesson three) was changed in order to shorten the time required.

(j) The homework assignments for units three and four were clarified.

(k) A section, explaining the post-contract use of the Daily Report Card was added to the unit four presentation of "How to Conduct an Initial Meeting."

(l) The section of the unit four presentation called "Choosing Contract Conditions" was clarified by the use of unit notes and illustrations.

(m) The "Contract Malfunction Symptom" checklist was changed to include a specific statement that, if no symptoms were apparent, the "Contract Maintenance" checklist did not need to be used.

(n) The "Contract Maintenance" checklist was changed to include the question, "Did you change the contract in any way without discussing that change with the student?"

(o) The unit five case simulation was expanded so that it contained information relating to each of the questions in the "Contract Malfunction Symptom" checklist and the "Contract Maintenance" checklist.

(p) A paragraph at the beginning of the unit six presentation was added for the purpose of stating that the termination procedures were to take place within the context of negotiation.

(q) The schedule of sessions was changed in order to facilitate the learner staying abreast with the sessions in his application of the contracting process.

(r) Further general incentive was built into the program by giving formal recognition for the course via a "Certificate of Completion" (to be put into teacher's file upon assignment completion), by charging an entrance fee of thirty dollars (to be refunded upon course completion) and by making course materials contingent upon attendance.

Summarized below are the revisions that were made to the workbook:

(a) A more clear and thorough definition of contracting was developed.

(b) The rules for contracting were categorized into those pertaining to the reinforcement, those pertaining to the contract, and those pertaining to the people involved.

(c) The section on "Teacher Attitude" was expanded.

(d) The section on "How to Choose a Student" was changed to exclude the original chart and to include the "Identification of a Behavioral or Motivational Difficulty" checklist.

(e) The examples of the pre-contract Daily Report Cards were modified so that the "out of seat" and "assignment completion" behaviors were explicitly defined on the card.

(f) In the section on "Taking Baseline Data," the issue of what is enough baseline data is included and looked at in light of the type of contract being developed.

(g) Blank copies of both the pre-contract Daily Report Card and the post-contract Daily Report Card were included (for the contractor's use) and distinguished from each other by color.

(h) Blank copies of the Contract Format, the post-contract Daily Report Card, the "Contract Malfunction Symptom" checklist, the "Contract

Maintenance" checklist, the "Contract Termination" checklist and the Contract Monitoring Sheet were added in order to facilitate the contractor's classroom application of the process.

(i) The example of the Contract Format was modified so as to contain the same tasks as those specified on the example of the post-contract Daily Report Card. Also, the "Conditions" section of the Contract Format was modified so that its structure would fit a wider variety of contracts.

(j) The section "How to Initiate a Contract" was expanded with the help of unit four notes.

(k) The section "Choose a Reward" was expanded to include the statement that the contractor is to specify who, what, when, where, and how the selected reward is to be dispensed.

(l) The section "Choose the Contract Conditions" was expanded to deal more thoroughly with the issue of sanctions. It dealt with the definition of sanction, the purpose of sanctions, and the flexibility and limitations of the use of sanctions.

(m) The section "How to Maintain a Behavior Contract" was expanded with the help of unit five notes. It added the dimension of getting feedback from the student in order to maintain the contract.

(n) The section "How to Terminate a Behavior Contract" was expanded with the help of unit six notes.

(o) Drawing upon the contracts developed by the participants in the study, an appendix giving examples of completed contracts of different kinds was added.

CHAPTER V

Summary and Recommendations

The results of this study indicate that the contracting program was well received by teachers and students. There was also the indication that contracting is a feasible strategy for some regular and special education classroom teachers to use with children who manifest behavioral and motivational difficulties. This strategy would seem to have the potential to provide a framework within which the focus is on equalitarian student-teacher interaction and on what the student is accomplishing.

A number of constructive criticisms and suggestions for improvement have been made of the program. They have been incorporated into the revised instructional and evaluation format and into the revised workbook. In this revised workbook, called the School Contracting Manual: Teacher Version, an attempt was made to incorporate the necessary theory and method of the contracting process in a way that could be utilized by the practicing teacher.

In light of these results and in light of other attempts to apply behavioral contracting to classroom, it would seem that such a practical strategy would be of benefit to those embarking upon the teaching profession. Thus, an exposure to contracting (possibly via a program like the one in this study) in their preparatory courses would seem to be in order and would possibly help to complement the present theoretical focus in education.

In the course of the study, possibilities for further research became apparent:

(a) The purpose of the preceding study was to develop the manual contained in Appendix D. A further study, for the purpose of evaluating the effectiveness of this manual, would be in order.

(b) The contracting process not only incorporates a number of behavior modification principles but it also contains other elements which may be large contributors to the successful outcome of a specific contract. Some of these elements are: (1) the explicitness of what is expected of the student (as seen in the tasks); (2) the fact that the student has short-term goals to work toward; (3) the fact that the student had a say in the deal between the teacher and himself; and (4) the fact that the student was getting recognition for task accomplishment. During the preceding study, two teachers mentioned that a problem that they began to focus a contract on "disappeared" when it had been defined and a contract had been drawn up to the mutual satisfaction of the teacher and student. Further research which would isolate the "active elements" that may be responsible for such "problem disappearance" would be beneficial.

(c) One personal observation which was corroborated by participant comments was that contracts which involved the parents of the student brought about rather dramatic positive changes. Research that would focus whether or not there is a difference in rate and magnitude of change between contracts involving both home and school and contracts involving only the school would be useful.

(d) In the preceding study, an attempt was made to point out that

the contracting method could be used "constructively" or "destructively." The criteria that were stated (or implied) for determining that a contract was being constructively applied included: (1) that all parties had input in the contract's development and maintenance; (2) that the contract added to the student's experience; (3) that the contract focus on accomplishment rather than obedience (this distinction, however, was not always functional); (4) that the contract be equitable; and (5) that the contract tasks state what was to be done as well as what was not to be done. In light of the danger of applying this method in a "destructive" way (and the tendency of some teachers to use it that way), further criteria and methods need to be developed to insure an application that will help the student reach his potential.

(e) Although contracting has proven to be an effective strategy for changing behavior (as the literature review and the feedback from the learners in this study indicates), there has been little work done to determine whether or not these changes are long-lasting. Some concern was expressed by participants in the preceding study on the issue of the student reverting to pre-contract behaviors when the contract was terminated; in effect, they were asking about the power of this method to bring about lasting change. Research focusing on this issue would not only answer this question but also could lead to the development of more effective termination procedures.

(f) Some research has already pointed to contracting as a useful tool for school counselors. An advantage of this method is that it does not require a large expenditure of professional time. Cohen, Keyworth, and Libert (1971) say:

> Minimal contact between the professional and change agent is required... to bring about systematic behavioral changes with minimum professional involvement is certainly a worthwhile goal. It is particularly useful in school situations where teachers, counsellors, and administrators are generally overburdened and do not have time for long and complicated interactions with the families of students. (p. 304)

Another advantage of this method is that it can be used by the counselor to help alleviate direct student-teacher conflict. Foley and Willson (1971), on this issue, say:

> Contracted behavioral counseling provides a method of intervention that removes the conflict from centering directly between student and teacher. The counsellor as a neutral to both parties may offer his skills in behavioral contracting in securing their cooperative effort to resolve the impasse or conflict situation that they have reached. (p. 129)

They also point out another advantage of this approach; namely, that the emphasis in contracting on identifying the precise observable behaviors that constitute the problem make it easy to get data that will assess the success or failure of the program. They comment:

> The actual written contract may be constructed to provide a daily written summary of performance data, as well as serve as a constant reminder of the student's and teacher's cooperative efforts to remediate the problem. (p. 129)

Other advantages include the fact that student or teacher expectancies can be lessened when they are written into the contract and the fact that this approach provides a means of breaking down a complex problem into manageable portions.

In the preceding study, four practicing counselors participated

and three successfully applied the technique in one of the schools in which they were working. They all commented on the practicality of this method and one wrote:

> I noticed that my increased confidence with the process makes it easier to suggest this as a technique to both parents and teachers. I've been suggesting "contracts" for them to try in dealing with their children - on a less formal basis - but the theory has helped them to see the benefits of positive reinforcements rather than the use of denying privileges and using punishment to get results.

Research which would adapt contracting to the role and focus of the counselor (possibly via a manual similar to the one developed here for the teacher) would be welcomed.

(g) Further research in this area could focus on the issues of (a) establishing a more empirical basis for the design of the instructional program; (b) developing a more quantitative basis for evaluating achievement in the program, achievement in the program's application and the effect of learner experience on the program's application; and (c) developing a more explicit system for incorporating feedback into the revised program.

(h) The focus of contracting up until now has almost been exclusively "problem oriented" (that is, it focused on dealing with "problem" behaviors). Since it is only a strategy, however, it can be focused on increasing or decreasing any behavior--including those labeled "creative" and "self-actualizing." Research that would develop methods of enhancing such behaviors would be complementory to the present emphasis. The work of Glover and Gary (1975) is moving in that direction.

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APPENDIX A

REVISED FINAL INSTRUCTIONAL OBJECTIVE

GIVEN:

1. Teachers of a regular or special education classroom. These teachers are presently teaching within the range of grades 3 to 6. (From each classroom a student will be chosen to be involved in the contracting process.)

2. The instructional and evaluation format for behavior contracting.

3. The school contracting workbook.

4. Seven 2-3 hour sessions (6 formal, 1 informal) during which the contracting program (consisting of the format and the workbook) will be presented, applied, evaluated and discussed.

THE LEARNER WILL:

*1-1 Define contracting.

1-2 State the rule on which contracting is based.

1-3(a) Identify the 13 rules of contracting.
(b) Identify a violation in one of the 13 rules.
(c) Produce initial contracts which do not violate the rules of contracting.

2-1(a) Identify students who manifest behaviors characteristic of a motivational and/or behavioral difficulty.
(b) Identify the area the motivational and/or behavioral difficulty is in.

2-2 State the specifics of the problem which has been selected and which will be contracted for.

2-3 State an operational definition for the selected problem behavior.

3-1 Take baseline data on selected problem.

3-2 Construct a contract which follows the "Contract Format" outline (for the selected classroom problem).

3-3 Use the daily report card in the way it was designed to be used after contract implementation.

4-1 Carry out contract-forming meeting of involved parties.

4-2 Carry out the post initial meeting responsibilities.

5-1 Identify symptoms which point toward contract malfunction.

5-2 Identify the aspect of the contract or the situation which is bringing about the symptom and take steps to correct it.

6-1 Apply the steps involved in fading out the ongoing contract.

*1-1
(unit number) (objective number within that unit)

UNDER THE FOLLOWING CONDITIONS
AND TO THE FOLLOWING STANDARDS:

1-1(a) By listing the two basic parts of a contract
(1) task demand (a requirement to be met)
(2) reward (consequence for filling requirement).

(b) By giving the format in which the two basic parts are incorporated (IF you will do ...., THEN you will receive ....).

(c) By giving 3 examples, taken from the classroom, which incorporate this format (IF you finish your work, THEN you can read a book).

Use of the workbook is not permitted.

1-2(a) By stating the rule in the workbook's words.
(A behavior is strengthened or weakened depending upon its consequences)

(b) By stating the rule in your own words.
(Something the student does is more or less likely to happen again depending on what happened as a result of its first occurrence)

(c) By being able to apply this rule to multiple choice and fill-in-the-blank questions which are related to specific classroom situations, with 90% accuracy.

Use of the workbook is not permitted.

1-3(a) By choosing, with an accuracy of 90% on multiple choice or fill-in-the-blank questions, the correct word or statement. Use of the workbook is not permitted.

1-3(b) By choosing, with an accuracy of 89% from a simple contract (stated in an IF-THEN format), a rule (or rules) which is being violated. Use of the workbook is permitted.

1-3(c) By producing three initial contracts (consisting of an IF-THEN statement and incorporating a task, a criterion of success, and a reward) which do not violate the rules of contracting. The standard of performance is 100%; use of the workbook is permitted.

2-1 When provided with an "Identification of a Behavioral or Motivational Difficulty" checklist. This checklist is to be filled out on a student (or students) in the "learners" classroom.

2-2 Where provided with the "Problem Specification" checklist. By stating (with reference to the problem in the real classroom situation)
- what its behavioral manifestations are
- where it takes place
- when it takes place

- how often it takes place
- what consequences it brings about and
- who the behavior is related to.

2-3 When provided with a completed "Identification of a Motivational or Behavioral Difficulty" checklist and a completed "Problem Specification" checklist for that behavior. This definition will be on the problem behavior that baseline data will be taken on.

3-1 When provided with "pre-contract" daily report cards

By counting (for the classroom situation) the number of occurences of the problem behavior during every appropriate classroom period for at least five school days.

3-2 When provided with a Contract Format.

By choosing a task:
- which will alleviate the specified problem
- which agrees with criteria on pages 16-17 of workbook.

By choosing rewards:
- which are consistent with information gathered by the Reinforcement Inventory
- which are chosen from Reinforcement Menu
- which (for the first reward) has the who, what, when, where, and how of the reward delivery specified.

By choosing a goal:
- which is stated in behavioral terms.

3-3 When provided with daily report cards.

By using (in the classroom situation) the report card to count the number of periods of successful task completion by the student when the contract has been implemented. The report card will be completed for the number of days that the contract lasts and will follow this daily sequence of events:
- give to child in morning (with explanation)
- specify subject and task numbers at the beginning of each period
- give (or withhold) signature at end of each period
- give reward earned (as specified)
- collect card at end of each day.

4-1 When provided with a Contract Format.

By selecting involved parties and arranging for an initial meeting.

By introducing contracting to the involved parties

- why are we here?
- what is the contracting approach?
- how will we use it?

By explaining, negotiating and finalizing tasks
- find a mutually agreeable task.

By negotiating and finalizing rewards
- involve student
- use, previously prepared, Reinforcement Menu
- determine reward feasibility as related to parents
- choose 3 or 4 mutually agreed upon rewards.

By specifying contract conditions
- explaining what contract conditions are
- discuss and arrive at fair contract conditions
- choose sanction
- choose bonus
- show how conditions relate to post-contact daily report card
- show how daily report card relates to contract format.

By choosing a re-negotiation date.

By answering questions that involved parties have.

By obtaining signature.

4-2 By ceasing to take baseline data.

By starting, with the student, post-initial-meeting use of the daily report card.

By explaining the specifics of the rewards to the student:
- he has a choice of rewards (which are specified on contract)
- when, where, and how the reward will be given

By filling in Monitoring Form.

5-1 When provided with the "Contract Malfunction Sympton" checklist.

By using the checklist (in the simulation exercise) to identify the symptoms that would point toward contract re-negotiation. This checklist is filled out weekly on the student who is involved with the contract.

5-2 When provided with the "Contract Maintenance" checklist.

By using the checklist (in the simulation exercise) to find the reason(s) for the symptom(s) in the broken down

contract. When the reasons are specified, the steps taken in order to deal with the symptom are specified; how such steps would change the existing contract are also specified.

By using the checklist (in the classroom situation) to find the reason(s) for the symptom(s) in the ongoing contract. (Here, this checklist is only used if a symptom has been identified from the "Contract Malfunction Symptom" checklist). When the reasons have been specified, the steps to be taken in order to alleviate the symptoms are outlined as are the resultant changes in the existing contract. (This procedure is followed every time a symptom is identified). The steps are taken as soon as possible.

6-1 When provided with the "Contract Termination" checklist.

By using the checklist (in the simulation exercise) to outline the steps taken in order to begin to terminate the contract outlined.

By using the checklist (in the classroom situation) to check the progress of the 'fading out' procedures on the ongoing contract which are leading to contract termination. These 'fading out' procedures begin when three consistent weeks of 'satisfactory' task completion have occurred. The checklist is used after the 'fading out' procedures (outlined in Unit Six) have been used for one week.

APPENDIX B

REVISED UNIT PLANS AND MATERIALS

UNIT 1

Behavioral Objective 1

At the end of this unit, the learner will be able to:

a) define a contract by listing the two basic parts

b) give the form in which the two basic parts are incorporated

c) give three examples, in the classroom, that incorporate this IF-THEN format.

Use of the workbook is not permitted.

Answers:

a) 1. task demand (a requirement to be met)
2. reward (consequence for filling that requirement)

b) IF you will do ..., THEN you will receive ...

c) IF you finish your work, THEN you can go for recess, etc.

Task Analysis:

a) - define "task demand"
- define "reward"

b) - be able to state a conditional format
- be able to sequence (in time) the two basic parts of a contract (this gets fulfilled when rule number 5 is explained)

c) - draw on classroom experience to identify three examples of a "task demand" and three examples of a "consequent reward"
- put these examples within a conditional sentence framework
- sequence the "task demand" and "reward" in time

Evaluation:

1. Define "task demand" A requirement to be met

2. Define "reward" A consequence for filling a requirement.

3. Using these two basic parts of a contract, put them within a conditional framework so as to make a general example of a contract.

IF you do the task, THEN you will receive the reward.

4. Drawing on your classroom experience, give three examples of how contracting could be used in that setting. Put these examples into conditional (IF-THEN) sentences.

Behavioral Objective 2

At the end of this unit, the learner will state the rule on which contracting is based; he/she will be able to state this rule in the terms of the workbook and in his or her own words. He/she will also be able to apply this rule to multiple choice and fill-in-the-blank questions which are related to specific classroom situations, with 90% accuracy. Use of the workbook is not permitted.

Task Analysis:

a) state that "strengthened or weakened" is with reference to the subsequent frequency of occurrence of that behavior.

b) define "consequences"

Evaluation:

1. The rule of behavior which underlies contracting is A behavior is strengthened or weakened depending upon its consequences.

2. Rewrite this rule in your own words (without repeating any of the major words in the previous definition). Something the student does is more or less likely to happen again depending on what happened as a result of its first occurrence.

3. Applying this rule to specific classroom situations, fill in the blanks in the following questions:

   a) A child who is usually noisy in the hall has been very quiet and asks to carry the balls. Letting him carry the balls can serve as a reward or reinforcer for walking quietly in the hall.

   b) When a child does well on a quiz he or she can be praised. Praise may serve as a reinforcer for good grades and tends to (increase, decrease) the chances of another good paper.

   c) In discussion periods one child waves his or her hand and impatiently says, "I know, I know", when the teacher poses a question to the class. If the teacher calls on this child he or she is reinforcing hand waving and verbal outbursts.

   d) Thus we can expect these behaviors to (increase, decrease) for this child.

Behavioral Objective 3a

At the end of this unit, the learner will be able to identify the thirteen rules which enable the contract to work effectively, with an accuracy of 90% on multiple choice or fill-in-the-blank questions. Use of the workbook is not permitted.

Answers:

Pages 2 - 7 of the workbook.

Task Analysis:

See "Presentation".

Evaluation:

1. The first rule of contracting is that the reinforcing event (reward) should follow the task event (task) immediately or as soon as possible.

2. The second rule is that initial contracts should call for small approximations. This means that:

   a) on the first occasion, expert performance of a small task should be demanded.

   b) on the first occasion, any small approximation to a desired response should be reinforced.

3. The third rule of contracting is that, when the contract is first established, the rewards should occur frequently. Frequent reward is more likely to initially maintain the performance at high strength. For this reason, the activity that is rewarded more frequently is:

   a) more likely to be initially sustained.

   b) less likely to be initially sustained.

   A social reinforcer (such as attention, a smile, physical contact etc.) can increase the immediacy and frequency of reward following desirable behavior.

4. "If you study and pass this quiz, you will receive a free ticket to a movie you choose." This is an example of a contract calling for:

   a) accomplishment

   b) obedience

5. The fifth rule of contingency contracting states that a reinforcer should be presented after the performance occurs. This means that, in general, the procedure should be:

   a) first performance, then reinforcement

   b) first reinforcement, then performance

6. Which of the following is not consistent with the "reward after performance" rule?

   a) First I will go outside and play, then I will come back and do my homework.

   b) First I will do my homework, then I will go outside and play.

7. The next rule is that the contract must be fair. This means that:

   a) the contract must be fair to the teacher initiating the contract

   b) the contract must be fair to the child

   c) both of the above

   d) neither of the above

8. Which of the following do you think would be the fairest contract with a second-grader?

   a) Read five pages of this text, complete the progress test, and if you pass you may play a game.

   b) Read 50 pages of this text, complete the progress test, and if you pass you may play a game.

   c) Read one sentence of this text, complete the progress test, and if you pass you may play a game.

9. Another rule is that the terms of the contract must be clear (i.e. the terms of the contract must be explicitly stated). Which of the following would illustrate a clear contract?

   a) Read for awhile, then you can play ball for a few minutes.

   b) Read for awhile, then you can play ball for 5 minutes.

   c) Read 5 minutes, then you can play ball for a few minutes.

   d) Read 5 minutes, then you can play ball for 5 minutes.

10. Another rule of contracting is that the contract must be honest. An honest contract is defined as one which is:

    a) equitable to the two parties

    b) carried out according to the terms specified in the contract

    c) both of the above

    d) neither of the above

    In an honest contract, therefore:

    a) the reward may be delayed to some extent

    b) the terms of the contract may be changed before renegotiation takes place

    c) both of the above

    d) neither of the above

11. The next rule of contracting is that the contract must be positive. The formula for a positive contingency contract is:

    a) I will not do X, if you will do Y

    b) I will do X, if you will not do Y

    c) both of the above

    d) neither of the above

12. State the formula for a positive contract.

    If you will do the task, then you will receive the reward.

13. In most everyday situations, "Behave as I tell you" implies:

    a) you will not get punished if you behave as I tell you

    b) a negative contract

    c) both of the above

    d) neither of the above

14. The outstanding characteristic of negative contracting is that it involves:

    a) punishment

    b) the threat of punishment

15. The next rule of contracting is that contracting as a method must be used systematically. The teacher must remember that the child will consistently engage in some activity only if he knows that there is a rewarding payoff. The questions to be asked by the teacher are:

    a) "What do I want the child to do?"

    b) "How will I get him or her to do it?"

    c) "What will be his or her payoff for doing it?"

    d) All of the above

    e) None of the above

16. There is one way to treat undesirable acts that is consistent with contingency contracting. This is to never reinforce undesirable acts, but instead to reinforce some other, acceptable behavior, which cannot occur at the same time as (is incompatible with) the undesirable behavior. Therefore, to handle undesirable acts positively under this system,

    a) undesirable acts should be punished

    b) undesirable acts should not be reinforced

    c) some desirable behavior should be reinforced which is incompatible with the undesirable act.

17. In order for the contractor to know what is really rewarding, the student must be involved in the contracting process.

18. In order for the contract to remain relevant as the behavior, the situation and the people change, the contract must be renegotiated periodically.

Behavioral Objective 3b

At the end of this unit, the learner will be able to identify (from a simple contract, stated in an IF-THEN form) a rule (or rules) of contracting which is being violated, with an accuracy of 89%. Use of the workbook is permitted.

Task Analysis:

Evaluation:

1. In each of the following simple contracts at least one rule is being violated. What is that rule(s). (Use of the workbook is permitted).

   a) "If you finish questions 1-8 on page 71, you will receive a treat."

      (7, 10 possibly 1)

   b) "If you don't get out of your desk more than twice this period, you will be able to spend 10 minutes in the resource centre at the end of the period."

      (9, 8)

   c) If you get all the questions on page 88 completed and get all of them correct, you will be able to go out for recess."

      (8, 11, 12, 6, 2)

   d) "If you do a whole bunch of work this morning, you will be able to do some nice things this afternoon."

      (7, 10 possibly 3, 2, 12, 1)

   e) "If you will finish questions 1-10 on pages 35-7 and get 7 of them correct, you will receive my thanks."

      (6, 12)

   f) "I will let you use the tape recorded if you promist to read pages 47-54 this period and demonstrate that you know them by writing out a summary of what is being said in 4 lines."

      (5, 7)

   g) "If you follow all the rules this period, you will receive

10 minutes of free time at the end of the period to use as you want in the learning centre."

(4, 7, 2, 11)

h) "If you are good all this week, you will get Friday afternoon off."

(1, 2, 3, 7, 10, 11, 4)

i) "If you work on your health assignment this period without any "out of seat" behavior (unless you ask permission), then you will get 20 minutes of free reading time at the end of the week."

(1, 3, 11, 7, 12)

Behavioral Objective 3c

At the end of this unit the learner will be able to produce three initial contracts (consisting of an IF-THEN statement and incorporating the task, criterion of success, and reward) that do not violate the rules of contracting. These contracts are original. The standard of performance is 100%. Use of the workbook is permitted.

Answer:

"IF you do the 7 questions on page 46 and get 5 of them correct, THEN you will get 10 minutes at the end of the period to read a book of your choice."

Task Analysis:

Evaluation:

1. Using the workbook, develop three initial contracts (consisting of an IF-THEN statement and incorporating the task, criterion of success and reward) which do not violate the rules of contracting. These contracts should be your own creation.

PRESENTATION OF UNIT 1

What is Contracting? (pages 1-2, workbook)

1. two parts of a contract ("task demand" and "reward")

2. definition of the two parts
   - a requirement to be met
   - consequence for filling that requirement

3. conditional framework of two parts (IF-THEN)

4. sequence (in time) of two parts (task reward)

5. everyday examples of contracts
   - a teacher working for a paycheque
   - a student working for a grade

Rule of Behavior Underlying Contracting (pages 1-2, workbook)

1. definition of each part of the book's definition of rule
   ("behavior" - something the student does)
   ("strengthened or weakened" - more or less likely to occur in the future)
   ("consequence" - that which results from the occurrence of the behavior)

2. examples:

   - a) "disruptive" - behavior
   - b) "saying hello" behavior

3. so, you arrange the situation so that the student gets to do something he wants to do <u>following</u> something you (the teacher) want him to do.

   THUS:

   you increase the frequency of the behavior that you want him or her to exhibit.
   e.g. page 1 - workbook

Rules Which Enable the Contract to Work Efficiently (pages 2-7, workbook)

Technique: go through each rule, 1) explaining it
2) giving an example

Rule 1 (example)

"Thus, if the contract was 'If you finish questions 15-21 on page 32

and get 4 correct, then you can have the last 10 minutes of the period to read a book of your choice in your desk', be sure to give him that reward during that period."

Rule 2 (example)

Page 2 - workbook

Rule 3 (example)

Therefore, rather than saying (especially at the beginning of a contract), "If you finish all your work today, you will get half an hour ..."; say, "If you finish the 5 questions of page 26 and get 4 of them correct, you will get 10 minutes ..." Along with this, you might encourage him or her once or twice during the period for consistent work by saying so and accompanying this with a smile, etc.

Rule 4 (example)

Page 3 - workbook

Rule 5 (example)

In daily life this is often reversed; for instance, "Just one more game of cards" (a reinforcing activity), "then you've got to do your homework" (a task event).

Next Rule (example)

An example of an unfair contract would be "If you are good all day today, you will get to ring the bell."

Next Rule (example)

Page 4 - workbook

Next Rule (example)

Page 4 - workbook

Next Rule (example)

Page 4-5, workbook

Next Rule (example)

Page 5-6 - workbook

Next Rule (example)

Page 6 - workbook

Next Rule (example)

not applicable

Next Rule (example)

not applicable

Discussion

Included in the topics covered will be the following:

1) questions generated by the material

2) maintenance issues:
   - Who am I? What is this course for?
   - Outline of sessions and purposes
   - My expectations
   - Where and when will we meet again?
   - How I can be reached

3) questions related to homework

4) questions concerning quiz
   - When it will be given (beginning of next session)
   - Examples of types of questions
   - Number of questions in quiz
   - Relevant pages in workbook (to study from)

Independent Study

1. Complete (with the use of the workbook) the questions that evaluate objective 1-3b. This assignment will be handed in at the beginning of the next session.

2. Complete (with the use of the workbook) the questions that evaluate objective 1-3c. This assignment will be handed in at the beginning of the next session.

3. Complete Unit 1 Workshop Evaluation. This evaluation will be handed in at the beginning of the next session.

4. Prepare for the in-class quiz at the beginning of the next session. This quiz will evaluate objectives 1-1, 1-2, and 1-3a. The workbook will not be used while the quiz is being completed. The workbook pages 1-7 contain the information relevant to the quiz.

NOTES - UNIT 1

What is a Contract?

A contract is an agreement between two parties which specifies:

1) a requirement to be met (i.e. a task) and

2) the consequences for filling that requirement (i.e. a reward)

We are all familiar with the everyday use of contracts; for instance, a teacher working to receive a paycheque.

Since a contract consists of a task and a reward, a contract can be stated in the conditional sentence:

"If you will do ...(1), then you will receive ...(2)."

The technique of behavioral contracting is based on a basic rule of behavior:

A BEHAVIOR IS STRENGTHENED OR WEAKENED DEPENDING UPON ITS CONSEQUENCES

(Here, "behavior" means "something the person does", "strengthened or weakened" means "more or less likely to recur in the future" and "consequences" means "that which results form the occurrence of the behavior".)

Thus, if the consequences of a particular behavior are positive for the person behaving, he/she is more likely to repeat that behavior; however, if the consequences are negative, he/she is less likely to repeat that behavior.

Therefore,

Contracting, when applied to the classroom situation, is:

ARRANGING THE SITUATION SO THAT THE STUDENT DOES SOMETHING THE TEACHER WANTS HIM/HER TO DO (I.E. THE TASK) FOLLOWED BY THE STUDENT GETTING TO DO SOMETHING THAT HE/SHE WANTS TO DO (THE REWARD).

In this way, the teacher can increase the future frequency of the behavior which is contracted for.

An example of a classroom contract is:

If you finish questions 1-6 on page 42 and get 4 of them correct, then you will receive 10 minutes at the end of the period to read a book of your choice.

Rules Which Enable the Contract to Work Efficiently

See pages 2 - 7 of the workbook.

Relevant Workbook pages

Pages 1 - 7.

UNIT 1

EVALUATION QUESTIONS FOR BEHAVIORAL OBJECTIVES 1-1, 1-2, 1-3a

1. Define "task demand" _____.

2. Define "reward" _____.

3. Using these two basic parts of a contract, put them within a conditional framework so as to make a general example of a contract. _____
_____.

4. Drawing on your classroom experience, give three examples of how contracting could be used in that setting. Put these three examples into conditional (IF-THEN) sentences. _____
_____
_____
_____
_____
_____
_____
_____

5. The rule of behavior which underlies contracting is _____
_____.

6. Rewrite this rule in your own words (without repeating any of the major words in the previous definition). _____
_____
_____
_____
_____.

7. Applying this rule to specific classroom situations, fill in the blanks in the following sentences:

   a) A child who is usually noisy in the hall has been very quiet and asks to carry the balls. Letting him or her carry the balls can serve as a _____ for walking quietly in the halls.

   b) When a child does well on a quiz he or she can be praised. Praise may serve as a reinforcer for good grades and tends to (increase, decrease) the chances of another good paper.

   c) In discussion periods one child waves his or her hand and impatiently says, "I know, I know," when the teacher poses a question to the class. If the teachers calls on this child he or she is reinforcing _____
   and _____.

d) Thus, we can expect these behaviors to (increase, decrease) for this child.

8. The first rule of contracting is that the reinforcing event (reward) should follow the task event (task) _____

9. The second rule is that initial contracts should call for small appriximations. This means that:

   a) on the first occasion, expert performance of a small task should be demanded.

   b) on the first occasion, any small approximation to a desired response should be reinforced.

10. The third rule of contracting is that, when the contract is first established, the rewards should occur frequently. Frequent reward is more likely to initially maintain the performance at high strength. For this readon, the activity that is rewarded more frequently is:

    a) more likely to be initially sustained.

    b) less likely to be initially sustained.

    A _____ reinforcer (such as attention, a smile, physical contact, etc.) can increase the immediacy and frequency of reward following desirable behavior.

11. "If you study and pass this quiz, you will receive a free ticket to a movie you choose.: This is an example of a contract calling for:

    a) accomplishment

    b) obedience

12. The fifth rule of contingency contracting states that a reinforcer should be presented <u>after</u> the performance occurs. This means that, in general, the procedure should be:

    a) first performance, then reinforcement

    b) first reinforcement, then performance

13. Which of the following is <u>not</u> consistent with the "reward after performance" rule?

    a) First I will go outside and play, then I will come back and do my homework.

    b) First I will do my homework, then I will go outside and play.

14. The next rule is that the contract must be fair. This means that:

    a) the contract must be fair to the teacher initiating the contract

    b) the contract must be fair to the child.

    c) both of the above

    d) neither of the above

15. Which of the following do you think would be the fairest contract with a second-grader?

    a) Read five pages of this text, complete the progress test, and if you pass you may play a game.

    b) Read 50 pages of this text, complete the progress test, and if you pass you may play a game.

    c) Read one sentence of this text, complete the progress test, and if you pass you may play a game.

16. Another rule is that the terms of the contract must be clear (i.e. the terms of the contract must be explicitly stated). Which of the following would illustrate a clear contract?

    a) Read for awhile, then you can play ball for a few minutes.

    b) Read for awhile, then you can play ball for 5 minutes.

    c) Read for 5 minutes, then you can play ball for a few minutes.

    d) Read 5 minutes, then you can play ball for 5 minutes.

17. Another rule of contracting is that the contract must be honest. An honest contract is defined as one which is:

    a) equitable to the two parties

    b) carried out according to the terms specified in the contract.

    c) both of the above

    d) neither of the above

In an honest contract, therefore:

a) the reward may be delayed to some extent

b) the terms of the contract may be changed before renegotiating takes place

c) both of the above

d) neither of the above

18. The next rule of contracting is that the contract must be positive. The formula for a positive contingency contract is:

a) I will not do X, if you will do Y.

b) I will do X, if you will not do Y.

c) Both of the above

d) neither of the above

19. State the formula for a positive contract. _____

_____

20. In most everyday situations, "Behave as I tell you" implies:

a) you will not get punished if you behave as I tell you

b) a negative contract

c) both of the above

d) neither of the above

21. The outstanding characteristic of negative contracting is that it involves:

a) punishment

b) the threat of punishment

22. The next rule of contracting is that contracting as a method must be used systematically. The teacher must remember that the child will consistently change in some activity only if he or she knows that there is a rewarding payoff. The questions to be asked by the teacher are:

a) "What do I want the child to do?"

b) "How will I get him or her to do it?"

c) "What will be his or her payoff for doing it?"

d) all of the above

e) none of the above

23. There is one way to treat undesirable acts that is consistent with contingency contracting. This is to never reinforce undesirable acts, but instead to reinforce some other, acceptable behavior, which cannot occur at the same time as (is incompatible with) the undesirable behavior. Therefore, to handle undesirable acts positively under this system,

a) undesirable acts should be punished

b) undesirable acts should not be reinforced

c) some desirable behavior should be reinforced which is incompatible with the undesirable act.

24. In order for the contractor to know what is really rewarding, the _____ must be involved in the contracting process.

25. In order for the contract to remain relevant as the behavior, the situation and the people change, the contract must be _____ periodically.

UNIT 1

EVALUATION QUESTIONS FOR BEHAVIORAL OBJECTIVE 1-3b

1. In each of the following simple contracts at least one rule is being violated. What is that rule(s)? (Use of the workbook is permitted).

   a) If you finish questions 1-8 on page 71, you will receive a treat.

   b) If you don't get out of your desk more than twice this period, you will be able to spend 10 minutes in the resource centre at the end of the period.

   c) If you get all the questions on page 88 completed and get all of them correct, you will be able to go out for recess.

   d) If you do a whole bunch of work this morning, you will be able to do some nice things this afternoon.

   e) If you will finish questions 1-10 on pages 35-7 and get 7 of them correct, you will receive my thanks.

   f) I will let you use the tape recorder if you promise to read pages 47-54 this period and demonstrate that you know them by writing out a summary of what is being said in 4 lines.

   g) If you follow all the rules this period, you will receive 10 minutes of free time at the end of the period to use as you want in the learning centre.

   h) If you are good all this week, you will get Friday afternoon off.

   i) If you work on your health assignment this period without any "out of seat" behavior (unless you ask permission), then you will get 20 minutes of free reading time at the end of the week.

UNIT 1

EVALUATION QUESTIONS FOR BEHAVIORAL OBJECTIVE 1-3c

1. Using the workbook, develop contracts (consisting of an IF-THEN statement and incorporating the task, criterion of success, and reward) which do not violate the rules of contracting. These initial contracts should be your own creation. Make 3 contracts, each of which incorporates the rules pertaining to reinforcement and the rules pertaining to the contract.

   I

   II

   III

BEHAVIORAL OBJECTIVES - UNIT 1

Behavioral Objective 1

At the end of this unit, the learner will be able to:

a) define a contract by listing the two basic parts

b) give the form in which the two basic parts are incorporated

c) give three examples, in the classroom, that incorporate this IF-THEN format.

He will be able to do this without the use of the workbook.

Behavioral Objective 2

At the end of this unit, the learner will state the rule on which contracting is based; he or she will be able to state this rule in the terms of the workbook and in his or her own words. He or she will also be able to apply this rule to multiple choice and fill-in-the-blank questions which are related to specific classroom situations, with 90% accuracy.

He will be able to do this without the use of the workbook.

Behavioral Objective 3a

At the end of this unit, the learner will be able to identify the 13 rules which enable the contract to work effectively, with an accuracy of 90% on multiple choice or fill-in-the-blank questions.

He will be able to do this without the use of the workbook.

Behavioral Objective 3b

At the end of this unit, the learner will be able to identify (from a simple contract, stated in an IF-THEN form) a rule (or rules) of contracting which is being violated, with an accuracy of 89%.

He will be able to do this with the use of the workbook.

Behavioral Objective 3c

At the end of this unit the learner will be able to produce three initial contracts (consisting of an IF-THEN statement and incorporating the task, criterion of success and reward) which do not violate the rules of contracting. The standard of performance is 100%.

Use of the workbook is permitted.

HOMEWORK ASSIGNMENT CHECKLIST

This checklist contains all the homework assignments throughout the course in the order in which they are to be completed. The purpose of this checklist is to help you find your way through the contracting process.

Unit 1

- Reading (notes, objectives, "Misuses of Contracting" article, workbook pages). ☐
- Evaluation questions for 1-3b and 1-3c. ☐
- Study for quiz which will evaluate 1-1, 1-2, 1-3a. ☐
- Unit 1 Workshop Evaluation ☐

Unit 2

- Reading (notes, objectives, workbook pages). ☐
- "Identification of a Behavioral or Motivational Difficulty" checklist on student. ☐
- "Problem Specification" checklist on student. ☐
- Operational definition on targeted behavior. ☐
- Unit 2 Workshop Evaluation. ☐

Unit 3

- Reading (notes, objectives, workbook pages). ☐
- Pre-contract Daily Report Cards on student (baseline data) ☐
- Reinforcement Inventory on student. ☐
- Develop Reward Menu. ☐
- Who, what, when, where, and how of first reward chosen. ☐
- Task, rewards, and goal (on Contract Format). ☐
- Unit 3 Workshop Evaluation. ☐

Unit 4

- Reading (notes, objectives, workbook pages). ☐
- Complete Contract Format (at or after initial meeting). ☐
- Explanation of how chosen tasks meet criteria for good tasks. ☐
- Post-contract Daily Report Cards on student (contracting). ☐
- Monitoring Form (containing Report Card information). ☐
- Unit 4 Workshop Evaluation. ☐

Unit 5

- [ ] Reading (notes, objectives, workbook pages).
- [ ] "Contract Malfunction Symptom" checklist on student.
- [ ] "Contract Maintenance" checklist on contract.
- [ ] Continue post-contract Daily Report Cards.
- [ ] Continue Monitoring Form.
- [ ] Unit 5 Workshop Evaluation.

Unit 6

- [ ] Reading (notes, objectives, workbook pages).
- [ ] "Contract Termination" checklist on contract.
- [ ] List of changes in contract as a result of negotiation.
- [ ] Unit 6 Workshop Evaluation.

MISUSES OF CONTRACTING

Behavior contracting, like any other technique (or technology as a whole) can be used constructively or it can be misused. Although other practitioners may disagree with me, I feel that the following points represent ways that contracting can be misused. The purpose of this handout is to make you (as a practitioner) aware of these misuses and of possible, more constructive alternatives.

I. CONTRACTING IS COVERT PUNISHMENT"

(Contracting has been seen as a manipulative technique for "controlling bad kids", as something which can be used to "whip them into line").

It is true that contracting can increase the number of socially acceptable behaviors that a child displays; however, this change is only a byproduct of a "deal" which is acceptable to <u>both</u> the teacher and the student and which is <u>positive</u> to all the parties involved. You can insure that a contract is positive to a student by following rule 8 - be sure you are adding something positive to the student's experience rather than threatening to take something, which he already has, away.

To put it another way, a contract does not suppress "bad" behavior but sets up a system whereby the child receives more "strokes" for positive behavior. Thus, the frequency of the positive behavior increases and, since it is <u>incompatible</u> with the negative behavior, the latter decreases.

II. CONTRACTING IS BRIBERY

(Contracting has been seen as a technique which bribes the child to do something and so leads to the child doing nothing unless he "gets paid for it").

This is a widespread criticism of contracting; in order to answer this, the following points must be kept in mind. First, "bribery" is defined as paying someone to do something illegal. Setting up a situation so that a child gets more payoff for good behavior than for bad behavior is neither illegal, immoral nor fattening. Second, if we see contracting as bribery, then we are all taking bribes. For example, the school system is "bribing" you to work for a month with the payoff being your cheque. Third, the "law of behavior" (that a behavior is strengthened or weakened depending on its consequence) goes on all the time and your reactions are <u>always</u> strengthening or weakening particular behaviors of your students. (If you strengthen a behavior, it is more likely to occur in the future; if you weaken a behavior, it is less likely to occur in the future). For instance, if you pay attention to a behavior, you strengthen it; if you ignore a behavior, you weaken it. Since this is the case, your choice is not whether or not you are going to "reward" behaviors, but <u>which</u> behaviors you are going to reward. Fourth, the goal of internalizing the control within the student is against the idea of "bribery" (which is a kind of manipulation).

III. CONTRACTING MUST WORK RIGHT NOW

(Contracting has been seen as a technique which will bring about a large change in the situation in a short time).

It must be kept in mind that, although contracting can have dramatic results, it is not a miracle cure. Sometimes it works quickly and well, sometimes it doesn't. Therefore, if it isn't having any immediate effect, that doesn't necessarily mean that the contract will not work (it might mean that the child is testing out the contract to see if you will stick to your part of the agreement). As with any other approach, this one must be given a fair amount of time in order to bring about change (at least two weeks of consistent application and appropriate renegotiations).

IV. YOU (AS HIS TEACHER) ARE "AGAINST" THE STUDENT

(Some teachers have seen their role in contracting as that of "prison guard", with the child being the prisoner and the contract being the prison rules).

I have tried to set up contracting as a democratic technique which is designed to add to the student's positive experience rather than a coercive technique designed to suppress the student. Thus, as his teacher, you are to see yourself as "on the student's side", helping him to behave in a prescribed way. (This is an attitude which is not easy to attain if there has been a power struggle going on). One way for you to demonstrate that you are on the student's side is to follow Rule 6. In similar situations, something that I have found helpful is to separate the child (who is valuable in and of himself) from his behavior (which may be unacceptable to you). By doing this, I have found it possible to develop a positive attitude toward the student (which he will feel and respond to) in spite of the way that he may be acting.

V. CONTRACTING DOES NOT INVOLVE THE STUDENT

(Some teachers have seen contracting as a way of laying on the student all the things that they want to see changed; the student is seen as the one who passively accepts and follows the rules).

This misuse is a common one, especially where people are pressed for time or where a power struggle exists between the involved parties. A contract that is agreeable to everyone involved (a contract will not work well unless this is the case) must involve everyone while it is being drawn up. This interaction is also essential to the renegotiation stage of the contract. Both parties must be involved because one person can never speak for another in the sense of knowing what the other person needs or wants. In a contract situation, each person is to be seen as "equal" (in the sense of being necessary to the successful working of the contract) and both parties must be willing to change behaviors to meet contract conditions. It is my conviction that, if contracting is carried out in the above way, it will be a positive learning experience for everyone involved.

VI. CONTRACTING IS A LONG-TERM TECHNIQUE

(Some teachers have seen contracting as a method that can be permanently instituted).

Contracting will work quickly in some situations and slowly in others. A purpose, however, to be kept in mind is that, as the situation changes and the natural reinforcers take over, the contract should be faded out.

VII. CONTRACTING IS A PANACEA

(Some people see contracting as appropriate for all situations)

This technique, like any other, is beneficial in some situations and not in others. It is most appropriate when

a) the problem can be relatively well-defined

b) the problem can be broken down into "isolatable" issues

c) those involved can (or can be persuaded to) focus on the problem rather than getting their own way (and thus will fulfill their part of the bargain).

WORKSHOP EVALUATION (UNIT I)

Your feedback, via this evaluation form, would help us to:

1) develop the workbook

2) improve the instructional and evaluation format

3) improve my awareness of the practical questions which need to be dealt with

4) improve my personal approach to communicating the material

Content		circle the appropriate number, 1-5, for each question	
1. The objectives of this unit have been	clearly stated	5 4 3 2 1	very vague
2. What is actually taught agrees with the stated objectives	very well	5 4 3 2 1	not at all
3. The relevant part of the workbook is	very useful	5 4 3 2 1	unimportant
4. This workshop is a worthwhile part of your training	agree	5 4 3 2 1	disagree
5. This workshop is adequately fulfilling your expectations	agree	5 4 3 2 1	disagree
6. The major emphasis in the unit is	theoretical	5 4 3 2 1	practical
7. The amount I learned from this unit is	considerable	5 4 3 2 1	negligible
8. There is adequate time to discuss content	agree	5 4 3 2 1	disagree

Write in any comments which are relevant to the content of this unit (additions, suggestions, questions, etc.).

Assignments

9.	The assignments for this unit are	too large	5	4	3	2	1 too small
10.	As an aid to achieving course objectives, assignments are generally	very helpful	5	4	3	2	1 busy work
11.	Assigned reading is useful	agree	5	4	3	2	1 disagree
12.	The teacher gives ample notice for assignments	agree	5	4	3	2	1 disagree
13.	There is adequate time to discuss the assignment	agree	5	4	3	2	1 disagree

Write in any comments which are relevant to the assignments of this unit (additions, suggestions, questions, etc.).

Evaluation

14.	You are aware of the criteria for evaluating your performance on each assignment	exactly	5	4	3	2	1 not at all
15.	The questions adequately sample the important material in the unit	agree	5	4	3	2	1 disagree
16.	You receive adequate feedback concerning your progress.	agree	5	4	3	2	1 disagree

Write in any comments which are relevant to the evaluation of this unit (additions, suggestions, questions, etc.).

Instructional Process

17.	Material was well organized	agree	5	4	3	2	1	disagree
18.	Objectives of the course were stated very	clearly	5	4	3	2	1	vaguely
19.	Emphasis upon practical examples was	too great	5	4	3	2	1	too little
20.	The purpose for covering the material was	clear	5	4	3	2	1	vague
21.	Synthesis of the material was	well done	5	4	3	2	1	inadequate
22.	The pace of the lecture was	too fast	5	4	3	2	1	too slow
23.	Audio-visual materials were very helpful	agree	5	4	3	2	1	disagree
24.	The instruction process was	too rigid	5	4	3	2	1	too lax

Write any comments which are relevant to the instructional process of this unit (additions, suggestions, questions, etc.).

Teacher

25.	The teacher operates at a level which is	too high	5	4	3	2	1	too low
26.	He is available and willing to give individual help	agree	5	4	3	2	1	disagree
27.	He encourages class discussion	agree	5	4	3	2	1	disagree
28.	Class sessions usually hold your interest - it is easy to remain attentive	agree	5	4	3	2	1	disagree

29. How does the teacher respond to student criticism?
criticism? receptive 5 4 3 2 1 rejecting

30. The teacher's knowledge of the subject area is very high 5 4 3 2 1 very low

31. Your general estimate of the teacher is superior teacher 5 4 3 2 1 poor teacher

Write any comments which are relevant to the teacher of this unit (suggestions, questions, etc.).

32. Rate this workshop in comparison with other workshops in education.

10 9 8 7 6 5 4 3 2 1

better than most — average — poorer than most

33. Below, please make
- personal comments
- comments which expand on any of the above questions
- additional comments about workshop content or instructional process

UNIT II

Behavioral Objective 1

At the end of this unit, the learner will be able to identify students in his/her classroom who manifest behaviors characteristic of a motivational and/or behavioral difficulty. The learner will be able to accomplish this when given the "Identification of a Behavioral or Motivational Difficulty" checklist.

Task Analysis:

a) must have some experience of the student

b) must understand the purpose of the checklist

c) must understand the questions on the checklist

Evaluation:

A copy of the "Identification of a Behavioral or Motivational Difficulty" checklist will be completed and handed in (on the following session). On it will be stated:

1. Who the student being considered is

2. The area you want the contract to be developed in

Behavioral Objective 2

At the end of this unit, the learner will be able to state, about the problem which has been selected and which will be contracted for:

a) What its behavioral manifestations are

b) Where it takes place

c) When it takes place

d) How often it takes place

e) What consequences it brings about

f) Who the behavior is related to

These statements will be made when provided with the "Problem Specification" checklist.

Task Analysis:

a) Experience with the child

b) Understands questions on checklist

Evaluation:

A copy of the "Problem Specification" checklist will be completed and handed in (on the following session). It will specify the problem along the dimensions indicated above.

Behavioral Objective 3

At the end of this unit, the learner will be able to operationally define the behavior that the baseline data will be collected on. The learner will accomplish this when given the completed "Identification of a Behavioral or Motivational Difficulty" checklist and the completed "Problem Specification" checklist for that behavior.

Task Analysis:

a) must complete "Identification of a Behavioral or Motivational Difficulty" checklist.

b) must complete "Problem Specification" checklist.

Evaluation:

A page containing the operational definition of the behavior that will be contracted for will be handed in (in the following session).

PRESENTATION OF UNIT II

I. "Identification of a Behavioral or Motivational Difficulty" checklist:

- hand out 3 copies of checklist to each teacher
- purpose of checklist
  a) show behaviors associated with a behavioral or motivational difficulty
  b) identifies problem areas
  c) tells us how the student is acting
- briefly go through checklist

II Criteria for problem area selection (which you will do by circling the appropriate number on the "Identification of a Behavioral or Motivational Difficulty" checklist).

- it is a problem that "bugs" you
- it is a problem which isn't too complex

III "Problem Specification" checklist:

- hand out 2 copies of checklist to each student
- purpose of checklist
  a) to specify the who, what, when, where, and how often of the selected problem
  b) to put selected problem in behavioral terms
  c) to clarify the problem in your own thinking
  d) to begin to understand the problem in such a way that its solution can be incorporated into the contract
- briefly go through checklist

IV Exercise in Specifying targeted Behavior in behavioral terms.

- write "problem behaviors" on the blackboard
  a) "out of seat" behavior
  b) "assignment completion" behavior
  c) "disruptive" behavior
  d) "distractible" behavior
- have learners write "operational" definitions for these behaviors.
- discuss definitions generated
- provide feedback and correction of definitions generated

Discussion

- explanation of homework

- discussion of questions which students have

Independent Study

1. Complete (and hand in at the beginning of the next session) a copy of the "Identification of a Behavioral or Motivational Difficulty" checklist.

2. Complete (and hand in at the beginning of the next session) a copy of the "Problem Specification" checklist.

3. Complete (and hand in at the beginning of the next session) a copy of the operational definition developed for the targeted behavior.

4. Complete the Unit 2 Workshop Evaluation. It is to be handed in at the beginning of the following session.

NOTES (UNIT II)

I. "Identification of a Behavioral or Motivational Difficulty" checklist.

Purposes:

1. shows behaviors associated with a behavioral or motivational difficulty.

2. identifies problem areas.

3. tells us how the student is acting.

The following statements are criteria which will help you choose what problem area you will select to work on (and thus develop a contract for). You can signify this area by circling the appropriate number on the checklist.

1. it is a problem that "bugs" you

2. it is a problem which is not complex

II. "Problem Specification" checklist.

Purposes:

1. to specify the who, what, when, where and how often of the selected problem

2. to put the selected problem in behavioral terms

3. to clarify the problem in your own thinking

4. to begin to understand the problem in such a way that its solution can be incorporated into the contract

III. Exercise in specifying target behavior in behavioral terms.

Purpose:

1. to get selected problem behavior in form that enables baseline data to be objectively taken.

IV Relevant Workbook Pages.

Pages 7-9

BEHAVIORAL OBJECTIVES - UNIT II

Behavioral Objective 1

At the end of this unit, the learner will be able to identify students in his/her classroom who manifest behaviors characteristic of a motivational and/or behavioral difficulty and will be able to identify the area such a difficulty is in. They will be able to accomplish this when given the "Identification of a Behavioral or Motivational" checklist.

Behavioral Objective 2

At the end of this unit, the learner will be able to state, about the problem which has been selected and which will be contracted for:

a) What its behavioral manifestations are

b) Where it takes place

c) When it takes place

d) How often it takes place

e) What consequences it brings about

f) Who the behavior is related to

These statements will be made when provided with the "Problem Specification" checklist.

Behavioral Objective 3

At the end of this unit, the learner will be able to operationally define the behavior that the baseline data will be taken on. The learner will accomplish this when given the completed "Identification of a Behavioral or Motivational Difficulty" checklist and the completed "Problem Specification" checklist for that behavior.

"IDENTIFICATION OF A BEHAVIORAL OR MOTIVATIONAL DIFFICULTY"

CHECKLIST

Instructions:

Thinking of a particular student (who is _____) check "yes" if the particular behaviors that follow are characteristic of him or her and "no" if the behaviors that follow are not characteristic of him/her. (Do a checklist for each student you think does have a behavioral or motivational difficulty).

		YES	NO
1.	He/she has inappropriate gross motor behaviors	/_/	/_/
	- gets out of seat without permission	/_/	/_/
	- stands up	/_/	/_/
	- walks around	/_/	/_/
	- runs	/_/	/_/
	- jumps	/_/	/_/
	- rocks chair	/_/	/_/
	- moves chair	/_/	/_/
2.	He/she makes disruptive noises	/_/	/_/
	- taps feet	/_/	/_/
	- rattles papers	/_/	/_/
	- tears papers	/_/	/_/
	- throws book on desk	/_/	/_/
	- slams desk	/_/	/_/
	- taps pencil or other object	/_/	/_/
3.	He/she disturbs others	/_/	/_/
	- grabs objects or work	/_/	/_/
	- knocks neighbours books off	/_/	/_/
	- destroys another's property	/_/	/_/
	- throws objects at another	/_/	/_/
	- pushing another with desk	/_/	/_/
4.	He/she has inappropriate contact	/_/	/_/
	- hitting	/_/	/_/
	- pushing	/_/	/_/
	- shoving	/_/	/_/
	- slapping	/_/	/_/
	- striking with objects	/_/	/_/
	- poking with objects	/_/	/_/

		YES	NO
5.	He/she makes inappropriate orienting responses	/_/	/_/
	- turning head or body to look at another	/_/	/_/
	- shoving objects to another	/_/	/_/
	- attending to another child	/_/	/_/
6.	He/she makes disturbing verbalizations	/_/	/_/
	- carry on conversation with another when not permitted	/_/	/_/
	- calling out answers	/_/	/_/
	- inappropriate comments	/_/	/_/
	- calls teacher's name for attention	/_/	/_/
	- crying	/_/	/_/
	- singing	/_/	/_/
	- whistling	/_/	/_/
	- laughing	/_/	/_/
	- coughing	/_/	/_/
	- blowing nose	/_/	/_/
	- swearing	/_/	/_/
7.	He/she has "good" days (during which he/she is able to achieve and interact satisfactorily) and "bad" days (during which he/she is not able to achieve and interact satisfactorily).	/_/	/_/
8.	He/she exhibits withdrawl behavior	/_/	/_/
	- does not interact with others	/_/	/_/
	- is not listening	/_/	/_/
	- asks for repetitions when questioned	/_/	/_/
9.	He/she does not finish assignments.	/_/	/_/
10.	He/she misses school more than others.	/_/	/_/

The statements to which you checked a "yes" represent areas, in this student's functioning for which a contract can be developed. The more statements checked "yes," the more multi-faceted the problem. Circle the number of the area (above) in which you would like a contract developed.

PROBLEM SPECIFICATION CHECKLIST

I. Student _____ Sex _____ Date of Birth _____

Grade _____ School _____ Teacher _____

IIA. Behavior (What describes problem?)

___1. Absent

___2. Tardy

___3. Leaves room without permission

___4. Leaves seat without permission

___5. Disobeys authority

___6. Physically violent towards peers (kicking hitting, etc)

___7. Distracts classmates by _____

___8. Cries

___9. Curses

___10. Makes derogatory remarks about _____ (self-others)

___11. Remains alone

___12. Destroys property

___13. Steals

___14. Talks out inappropriately

___15. Copies work of others

___16. Contributes to discussion

___17. Clumsy (falls, runs into, drops, etc.)

___19. Does not complete assignments.

___20. Miscopies from _____ (chalkboard. books, etc)

___21. Does not solve _____ math problems (e.g. two digit subtraction)

___22. Does not read at _____ grade level.

___23. Does not answer questions about content of material read, written at _____ grade level

___24. Uses incorrect verb forms in conversation

___25. Uses incorrect noun and pronoun forms in conversation

___26. Handwriting is illegible (attach sample)

___27. Misspells words

___28. Misarticulates the _____ sounds

___29. Has unusual voice quality

___30. Stutters (words per minute)

___31. Attention span limited

___32. Other _____ (Specify)

B. Setting (Where does problem take place)

___1. Classroom

___2. School or other classroom _____ _____ (Specify)

___3. Out of School

C. Activity (When does problem take place)

___1. Instructional

___2. Evaluative

___3. Independent

___4. Free time

D. Structure (When does problem take place)

___1. Large group _____ (size)

___2. Small group _____ (size)

___3. Alone

E. Curricular Area (When does problem take place?)

___1. Reading

___2. Math

___3. Science

___4. Social Studies

___5. Other

F. Frequency (How often does problem occur?)

_____ times per { minute / hour / period / day / week / recess }

III. Other Information -

What consequences does the behavior bring about?
(What do other students do?)
(What do you do?)

Are there behaviors of secondary importance? (i.e. are there other problem behaviors which go with the primary problem behavior?)

Is behavior related to a particular person?
(Who is close by when it takes place?)
(Who is the behavior aimed at?)

Are there any antecedent situations, behaviors, etc. that might cause this behavior to occur?
(what was happening just before the behavior occurred?).

WORKSHOP EVALUATION (UNIT II)

Your feedback, via this evaluation form, would help us to:

1) develop the workbook

2) improve the instructional and evaluation format

3) improve my awareness of the practical questions which need to be dealt with

4) improve my personal approach to communicating the material

Content		circle the appropriate number, 1-5, for each question					
1.	The objectives of this unit have been	clearly stated	5	4	3	2	1 very vague
2.	What is actually taught agrees with the stated objectives	very well	5	4	3	2	1 not at all
3.	The relevant part of the workbook is	very useful	5	4	3	2	1 unimportant
4.	This workshop is a worthwhile part of your training	agree	5	4	3	2	1 disagree
5.	This workshop is adequately fulfilling your expectations	agree	5	4	3	2	1 disagree
6.	The major emphasis in the unit is	theoretical	5	4	3	2	1 practical
7.	The amount I learned from this unit is	considerable	5	4	3	2	1 negligible
8.	There is adequate time to discuss content	agree	5	4	3	2	1 disagree

Write in any comments which are relevant to the content of this unit (additions, suggestions, questions, etc.).

Assignments

9.	The assignments for this unit are	too large	5	4	3	2 1 too small
10.	As an aid to achieving course objectives, assignments are generally	very helpful	5	4	3	2 1 busy work
11.	Assigned reading is useful	agree	5	4	3	2 1 disagree
12.	The teacher gives ample notice for assignments	agree	5	4	3	2 1 disagree
13.	There is adequate time to discuss the assignment	agree	5	4	3	2 1 disagree

Write in any comments which are relevant to the assignments of this unit (additions, suggestions, questions, etc.).

Evaluation

14.	You are aware of the criteria for evaluating your performance on each assignment	exactly	5	4	3	2 1 not at all
15.	The questions adequately sample the important material in the unit	agree	5	4	3	2 1 disagree
16.	You receive adequate feedback concerning your progress.	agree	5	4	3	2 1 disagree

Write in any comments which are relevant to the evaluation of this unit (additions, suggestions, questions, etc.).

Instructional Process

17.	Material was well organized	agree	5	4	3	2	1 disagree
18.	Objectives of the course were stated very	clearly	5	4	3	2	1 vaguely
19.	Emphasis upon practical examples was	too great	5	4	3	2	1 too little
20.	The purpose for covering the material was	clear	5	4	3	2	1 vague
21.	Synthesis of the material was	well done	5	4	3	2	1 inadequate
22.	The pace of the lecture was	too fast	5	4	3	2	1 too slow
23.	Audio-visual materials were very helpful	agree	5	4	3	2	1 disagree
24.	The instruction process was	too rigid	5	4	3	2	1 too lax

Write any comments which are relevant to the instructional process of this unit (additions, suggestions, questions, etc.).

Teacher

25.	The teacher operates at a level which is	too high	5	4	3	2	1 too low
26.	He is available and willing to give individual help	agree	5	4	3	2	1 disagree
27.	He encourages class discussion	agree	5	4	3	2	1 disagree
28.	Class sessions usually hold your interest - it is easy to remain attentive	agree	5	4	3	2	1 disagree

29. How does the teacher respond to student criticism?
criticism? receptive 5 4 3 2 1 rejecting

30. The teacher's knowledge of the subject area is very high 5 4 3 2 1 very low

31. Your general estimate of the teacher is superior teacher 5 4 3 2 1 poor teacher

Write any comments which are relevant to the teacher of this unit (suggestions, questions, etc.).

32. Rate this workshop in comparison with other workshops in education.

10 9 8 7 6 5 4 3 2 1

better than most — average — poorer than most

33. Below, please make
- personal comments
- comments which expand on any of the above questions
- additional comments about workshop content or instructional process

UNIT III

Behavioral Objective 1

At the end of this unit, the learner will be able to take baseline data in the classroom situation. The baseline data will be the number of occurrences of the problem behavior (specified on the "Problem Specification" checklist) during at least 2 periods a day for at least 5 school days. This data will be taken when the learner is provided with "pre-contract" daily report cards.

Task Analysis:

a) know definition and purposes of baseline data for this situation

b) transfer selected problem from "Problem Specification" checklist to daily report card

c) be able to adapt the daily report card to gather data for different types of problem behaviors - e.g. "out of seat" behavior and "assignment completion" behavior

d) adapt daily report card to fit specified problem

e) know how long to take baseline data

Evaluation:

1. Adapt report card to fit problem specified on the "Problem Specification" checklist in terms of how the baseline data will be gathered.

2. Do at least 3 days of baseline data in the regular classroom; the data will be taken during every appropriate classroom period. The completed daily report cards will be handed in at the beginning of the following session.

Behavioral Objective 2

At the end of this unit, the learner will be able to construct a contract (for the specified classroom problem); this involves choosing a task, choosing possible rewards and choosing a goal for the contract. This contract will be constructed when the learner is provided with a Contract Format. (This task, rewards, and goal will be negotiated in the initial meeting of the involved parties).

Task Analysis:

a) define the parts of the Contract Format
   - task
   - reward
   - goal
   - conditions

b) choose a task (which will alleviate the specified problem)

c) choose rewards
   - develop a specific menu (utilizing ideas in Appendix I and your observations)
   - fill in Reinforcement Inventory
   - specify who, what, when, where and how of a reward (after selecting the first one for practice purposes)

Evaluation:

Hand in (on the following session):

a) the task (which will alleviate the problem) written out and consistent with the criteria on pages 16-17 of the workbook

b) a completed copy of the Reinforcement Inventory (Appendix J)

c) a copy of a reward menu (unique to the situation)

d) selected rewards
   - consistent with information on Reinforcement Inventory
   - chosen from reward menu

e) an explanation of how the first reward will be given (who, what, when, where, circumstances)

f) a goal of the contract (stated in behavioral terms)

The task (a), the rewards (c), and the goal (f) of the contract are handed in on a Contract Format.

Behavioral Objective 3

At the end of this unit, the learner will be able to use the daily report card in the way it will be used after the contract (which is specified on the Contract Format) is implemented. Here the daily report card is for the purpose of counting the number of periods of successful task completion by the student.

Task Analysis:

1. Define the parts of the post-contract daily report card
   - task
   - period
   - signature

2. Know chronological sequence of events

   a) give to student in morning

   b) specify subject and task number at beginning of period

   c) give (or withhold) signature at conclusion of period

   d) give earned reward as specified (on Format)

   e) collect "card" at the end of the day

Evaluation:

1. Hand in)after the contract has been implemented) at least a week of "daily report cards" which show percentage of task completion.

PRESENTATION OF UNIT III

How to Take Baseline Data (Pages 9-12, workbook)

(Hand out 10 blank copies of the daily report card)

1. What is baseline data?

   - here you count how often the problem behavior occurs while doing nothing different from what you have been doing. The student doesn't know that this "counting" is going on.

2. Why is taking baseline data important?

3. Go over the parts of the daily report card.

   - tasks - cross out "tasks" and put in behavior and definition
   - definitions
   - period
   - signature

4. Show how "report card" can be adapted to fit different kinds of behaviors.

5. How long should baseline data be taken?

   - from right now until the contract is implemented.

How to Use Contract Format (Pages 12-20)

(Hand out 3 blank copies of the Contract Format)

1. Go through Contract Format defining the parts.

2. Talk about what is involved in choosing a task

   - "task" is something which will alleviate the problem specified by the "Problem Specification" checklist.
   - criteria for task - page 16-17, workbook.

3. What is involved in choosing rewards?

   (Hand out a copy of the Reinforcement Inventory)

   - use of a) Appendix I, b) your observation, c) Appendix J } to develop a unique menu
   - asking student him/herself (during initial interview)
   - put more than one on Contract Format
   - specify the who, what, when, where and how for rewards
   - rewards can be changed (at time of renegotiation - until they are selected from the Contract Format).

- rewards can be given in different locations

4. What is involved in choosing goals?

   - purpose of goals
   - goals are to be behavioral

How to Use Post-Contract Daily Report Card (Page 13-15 , workbook)

1. What are the parts of the post-contract daily report card?

   - task
   - period
   - signature

2. A day in the life of a post-contract daily report card

   a) give to child in morning (with explanation)

   b) specify subject and task no(s). at the beginning of each period

   c) give (or withhold) signature at the end of each period, depending on whether or not the task was accomplished

   d) make sure reward earned is dispensed according to the W-5 of the reward

   e) collect card at the end of the day

   f) record results (see Appendix K)

DISCUSSION

1. Feedback from homework questions (Unit I) and checklists (Unit II).

2. Questions generated by the material

   - explanations about presentation
   - explanations about homework assignments

INDEPENDENT STUDY

Fill in (to be handed in on the following session):

1. 3 or more pre-contract "daily report cards" on which are specified:

   a) the problem being monitored and its definition

   b) an appropriate method for gathering baseline data (depending on the problem)

   c) the subject worked on during a particular period

2. Fill in (to be handed in on the following session) on or with a Contract Format:

   a) the task (to alleviate the problem)

   b) a completed copy of the reinforcement inventory (Appendix J)

   c) a copy of an individualized reward menu

   d) 4 possible rewards (which teacher selected)

   e) a who, what, when, where, how on one of the rewards (the first one)

   f) a goal of the contract (in behavioral terms)

   (Post-contract daily report cards will be handed in weekly, after the contract has been implemented)

3. Complete Unit III Workshop Evaluation. It is to be handed in at the beginning of the following session.

Notes - Unit III

How to Take Baseline Data (Pages 9-12, workbook)

1. What is baseline data?

   You take baseline data when you count how often the problem behavior occurs while doing nothing different from what you have been doing. The student doesn't know that this "counting" is going on.

2. Why is taking baseline data important?

   a) gives objective information on how much of a problem a particular behavior is
   b) gives information about patterns the behavior follows
   c) gives a standard from which you can say whether or not the contracting intervention has made a change

3. What are the parts of the "Pre-Contract Daily Report Card" (which takes the baseline data)?

   a) tasks - cross out "tasks" and put in behavior and its definition
   b) period - include subject taken and frequency of behavior
   c) signature - use to indicate successful task completion (when appropriate)

4. How can report cards be adapted to fit different kinds of behavior? (pages 10-11 workbook)

5. How long should baseline data be taken?

   From the time problem is specified until contract is implemented.

How to Use Contract Format (pages 12-13, 15-20 workbook)

1. Know parts of the Contract Format (page 12 workbook)

2. What's involved in choosing a task (a "task" being what the student is to accomplish)
   - the task will alleviate the specified problem
   - the task will follow the criteria on pages 16-17 of the workbook
   - put one on the Contract Format

3. What's involved in choosing rewards (a "reward" being what the student receives as a consequence of task completion to the criterion of success)
   - read Appendix I
   - fill in Appendix J

- observes what the student likes
- develop a menu (which is a list of the rewards you can give in your unique situation and which you know that the student likes)

Steps:
- put 3 or 4 rewards on the Contract Format
- during initial interview, negotiate rewards with the student
- specify the who, what, when, where and how for the rewards

Keep in Mind: 1) rewards can be changed (at the time of renegotiation - until then they are selected from the Contract Format)

2) rewards can be given in different locations (page 19, workbook)

4. What's involved in choosing goals (a "goal" being that toward which the contract is directed)

- their purpose is to direct the contracting process in a long-term way
- they are to be stated in behavioral terms

How to Use the Post Contract Daily Report Card (page 10-13, workbook)

1. The parts of the post-contract daily report card are

a) task
b) period
c) signature

2. A day in the life of a post-contract daily report card.
a) give to child just before first period (with explanation)
b) specify subject and task number(s) at the beginning of each period
c) give (or withhold) signature at the end of each period, depending on whether or not the task was accomplished
d) make sure the reward that is earned is dispensed according to agreement (what, when, where etc)
e) collect the card at the end of the day
f) record results (see Appendix K)

Relevant Workbook Pages

Pages 9-20, 59-67.

BEHAVIORAL OBJECTIVES - UNIT III

Behavioral Objective 1

At the end of this unit, the learner will be able to take baseline data in the classroom situation. The baseline data will be the number of occurrences of the problem behavior (specified on the "Problem Specification" checklist) during every appropriate class period for at least 5 school days. These data will be taken when the learner is provided with "pre-contract" daily report cards.

Behavioral Objective 2

At the end of this unit, the learner will be able to construct a contract (for the specified classroom problem); this involves choosing a task, choosing possible rewards and choosing a goal for the contract. This contract will be constructed when the learner is provided with a Contract Format.

Behavioral Objective 3

At the end of this unit, the learner will be able to use the daily report card in the way it will be used after the contract (which is specified on the Contract Format) is implemented. Here the daily report card is for the purpose of counting the number of periods of successful task completion by the student.

CONTRACT FORMAT

Contract for _____ Starting Date _____

Responsibilities (Tasks) (include criterion of success)	Privileges (reward)
1.	1.
2.	2.
3.	3.

Goals

1.

2.

3.

Conditions

Sanction -

Bonus -

Date signed _____

Signatures: _____
student

_____
teacher

_____
parents

This contract will be renegotiated on _____

DAILY REPORT CARD

Name: _____ Date: _____

Tasks:

1.

2.

3.

Period (Time)	Teacher's signature and comments

DAILY REPORT CARD

Name: _____ Date: _____

Tasks:

1.

2.

3.

Period (Time)	Teacher's signature and comments

WORKSHOP EVALUATION (UNIT III)

Your feedback, via this evaluation form, would help us to:

1) develop the workbook

2) improve the instructional and evaluation format

3) improve my awareness of the practical questions which need to be dealt with

4) improve my personal approach to communicating the material

Content		circle the appropriate number, 1-5, for each question	
1. The objectives of this unit have been	clearly stated	5 4 3 2 1	very vague
2. What is actually taught agrees with the stated objectives	very well	5 4 3 2 1	not at all
3. The relevant part of the workbook is	very useful	5 4 3 2 1	unimportant
4. This workshop is a worthwhile part of your training	agree	5 4 3 2 1	disagree
5. This workshop is adequately fulfilling your expectations	agree	5 4 3 2 1	disagree
6. The major emphasis in the unit is	theoretical	5 4 3 2 1	practical
7. The amount I learned from this unit is	considerable	5 4 3 2 1	negligible
8. There is adequate time to discuss content	agree	5 4 3 2 1	disagree

Write in any comments which are relevant to the content of this unit (additions, suggestions, questions, etc.).

Assignments

9.	The assignments for this unit are	too large	5	4	3	2 1 too small
10.	As an aid to achieving course objectives, assignments are generally	very helpful	5	4	3	2 1 busy work
11.	Assigned reading is useful	agree	5	4	3	2 1 disagree
12.	The teacher gives ample notice for assignments	agree	5	4	3	2 1 disagree
13.	There is adequate time to discuss the assignment	agree	5	4	3	2 1 disagree

Write in any comments which are relevant to the assignments of this unit (additions, suggestions, questions, etc.).

Evaluation

14.	You are aware of the criteria for evaluating your performance on each assignment	exactly	5	4	3	2 1 not at all
15.	The questions adequately sample the important material in the unit	agree	5	4	3	2 1 disagree
16.	You receive adequate feedback concerning your progress.	agree	5	4	3	2 1 disagree

Write in any comments which are relevant to the evaluation of this unit (additions, suggestions, questions, etc.).

Instructional Process

17.	Material was well organized	agree	5	4	3	2	1 disagree
18.	Objectives of the course were stated very	clearly	5	4	3	2	1 vaguely
19.	Emphasis upon practical examples was	too great	5	4	3	2	1 too little
20.	The purpose for covering the material was	clear	5	4	3	2	1 vague
21.	Synthesis of the material was	well done	5	4	3	2	1 inadequate
22.	The pace of the lecture was	too fast	5	4	3	2	1 too slow
23.	Audio-visual materials were very helpful	agree	5	4	3	2	1 disagree
24.	The instruction process was	too rigid	5	4	3	2	1 too lax

Write any comments which are relevant to the instructional process of this unit (additions, suggestions, questions, etc.).

Teacher

25.	The teacher operates at a level which is	too high	5	4	3	2	1 too low
26.	He is available and willing to give individual help	agree	5	4	3	2	1 disagree
27.	He encourages class discussion	agree	5	4	3	2	1 disagree
28.	Class sessions usually hold your interest - it is easy to remain attentive	agree	5	4	3	2	1 disagree

29. How does the teacher respond to student criticism?
criticism? receptive 5 4 3 2 1 rejecting

30. The teacher's knowledge of the subject area is very high 5 4 3 2 1 very low

31. Your general estimate of the teacher is superior teacher 5 4 3 2 1 poor teacher

Write any comments which are relevant to the teacher of this unit (suggestions, questions, etc.).

32. Rate this workshop in comparison with other workshops in education.

10 9 8 7 6 5 4 3 2 1

better than most — average — poorer than most

33. Below, please make
- personal comments
- comments which expand on any of the above questions
- additional comments about workshop content or instructional process

UNIT IV

Behavioral Objective 1

At the end of this unit, the learner will be able to carry out an initial meeting. This will involve:

a) Selecting involved parties and arranging for joint meeting

b) Introducing contracting to the involved parties

c) Explaining, negotiating and finalizing tasks

d) Negotiating and finalizing rewards

e) Specifying contract conditions (including a Sanction and Bonus)

f) Choosing a renegotiating date (which may or may not involve having all parties come again)

g) Answering questions that involved parties have

h) Obtaining relevant signatures (these may be obtained later, too)

Task Analysis:

a) Know criteria for inclusion in meeting
   - will continue to be involved

b) Answer questions
   - why are we here?
   - what is the contracting approach?
   - how will we use it? (demonstrate via "daily report card")

c) Explain how tasks relate to problem. Discuss and arrive at a task that is agreeable to everyone.

d) Involve a student in reward setting
   -"if you had free time, what would you like to do?"
   - use reward menu for ideas
   - determine reward feasibility as related to parents
   - select 3-4 top choices (that are mutually agreed upon)

e) Knowing what contract conditions are:
   - work out fair amounts of free time to be given for different percentages of periods of task completion (this free time is to be used on a chosen reward activity)
   - choose a sanction (which is to be a logical or natural consequence of non-task completion)

- choose a bonus (which rewards high and consistent task completion)
- know how conditions relate to post-contract daily report card
- know how daily report card relates to contract format

f) Explain why a contract needs renegotiation
- situations change
- loopholes in original contract
- one party dissatisfied

Choose a date when all parties can meet

Give option of phoning in if they are satisfied

g) If contract is completed during session
- have involved parties sign after questions have been answered and everyone's satisfaction has been explicitly stated.

If contract is not completed during session
- work out possible renegotiation date
- send out copies of contract to involved parties with instructions to:
  - look it over
  - jot down any questions
- phone the involved parties and:
  - explain contract
  - answer questions
  - set final renegotiation date
  - write in signature (by proxy) when individual is satisfied.

Evaluation:

1. At the beginning of the next session, a copy of the Contract Format will be handed in. On it, in completed form, will be the following: Task(s), Rewards, Goal, Conditions (including Sanction and Bonus), Starting, signing and renegotiation dates, and signatures of involved parties.

2. On another piece of paper (to be handed in at the same time) is a brief explanation of how the task(s) meets the criteria for good tasks outlined on pages 16-17 of the workbook.

Behavioral Objective 2

At the end of this unit the learner will be able to carry out the post-initial meeting responsibilities. They include:

a) writing up contract (if not completed during session)

b) getting feedback and agreement from involved parties (if not completed during session)

c) making sure it contains the points outlined on page 25 of the workbook

d) stop taking baseline data

e) starting, with the student, the post-initial meeting use of the daily report card (which puts the contract into effect)

f) outlining where, when, and how the student will get the reward he/she specified

g) filling in monitoring form (Appendix K)

Task Analysis:

a)

explained in Behavioral Objective 1

b)

c) Compare completed contract with items on list on page 25 of workbook

d) ___

e) Go over "daily report card" with student

Explain his/her responsibilities:
- obtain card in morning, keep it during day, hand it in at night
- take to teacher at beginning of each period (to get task specified)
- carry out specified tasks during each period
- take to teacher (along with work etc. when appropriate) at end of each period in order to get signature

f) Explain to the student:
- that the student has a choice of what reward, on the contract, he/she can choose from
- when that reward will be given
- where that reward will be given
- how that reward will be given

g) fill in, from the completed daily report card, the monitoring form

Evaluation:

1. At the beginning of the next session, copies of the completed, post-contract daily report cards will be handed in (for the number of days that the contract has been in operation).

2. The who, what, when, where and how of a reward that has been dispensed, will be outlined and handed in on a piece of paper at the beginning of the next session.

3. A copy of the Monitoring Form (with as many of the days completed as the contract has been in operation) will be handed in at the beginning of the next session.

PRESENTATION OF UNIT IV

Arranging for an Initial Meeting (page 21 - workbook)

- parties who will continue to be involved are involved on the initial meeting
- arrange a time when all parties can come together

At the Initial Meeting (pages 21-25 - workbook)

a) Introduction

1. Why are we here?
   - "to help (student's name) with (problem behavior)."

2. What is Contracting?
   - "It's a method by which all of us make a deal (that we all agree to). This deal is one where (student's name) will accomplish a task that he/she and (teacher's name) agree on, and, when he/she does, he/she will receive a reward (which they both agree on, too).

3. How will it work in this case?
   - "We will decide on a task for (student's name) to accomplish, a reward for (student's name) to receive and then set up a contract which will enable him/her to earn different amounts of reward, depending on how many tasks he/she accomplishes.

     When we work out this contract, we'll have everyone sign it (which means that they agree to it) and then we'll keep track, every day, of how many tasks (student's name) has accomplished. We will do this by using what is called a "Daily Report Card."
     (A brief explanation of the post-contract use of the Daily Report Card, as outlined on pages 13-15 of the workbook, is given at this time).

b) Choosing Tasks

(Teacher is aware of, and follows, the criteria for good tasks that are outlined on pages 17-20 of the workbook).

- teacher explains problem behavior (in behavioral and non-judgmental terms)
- teacher suggests a task (which would solve problem behavior)
- involved parties discuss task to be sure that is understood by everyone and that it is agreeable to everyone (if not, it is changed until it suits everyone).

c) Choosing Rewards

- student expresses preference of things he/she would work for, in response to a question like, "If you had some free time to do anything you wanted around the school, what would you do?"
- (if student is not sure, he/she can be given some ideas from the previously prepared Reward Menu)
- teacher (and parents) talk about whether or not these rewards are feasible, given the school (and home) situation.
- parties involved agree on the rewards (3-4 rewards)

d) Choosing Contract Conditions

- teacher explains what a contract condition is (a specification of how much reward for how much task completion)
- teacher suggests a fair condition and elicits discussion until everyone is in agreement
- discuss and arrive at a sanction (which is a natural consequence for low task completion)
- discuss and arrive at a bonus (which is positive feedback for high task completion)
- teacher shows how this works out on post-contract Daily Report Card (go through what happens during a period of the day)
- teacher shows how daily report card relates to conditions section of the Contract Format
    - what do "x"'s mean?
    - free time is for reward
    - numbers in each period section are task numbers
    - "long term" bonus (e.g., the hockey game on the contract on page 11 of the manual) does not relate to consecutive days of "good" behavior

e) Choosing a Renegotiation Date

- teacher explains why contracts need renegotiation
    - situations change
    - there may have been loopholes in the original contract
    - one party may not be satisfied
- find a date and time that is free for involved parties
- give option to parties (other than teacher and student) of phoning if they continue to be satisfied
- make date about 2 weeks hence with provision that minor changes can be worked out between teacher and student

f) Answering Questions

- ask "Is there anything that anyone wants to ask about or get clear?"

g) Getting Signatures

- If everyone is satisfied
  - have them sign the contract

If meeting time is limited:

- go only as far as deciding contract conditions

- after meeting:
  - choose tentative renegotiation date
  - have contract typed out
  - send copy out to parties, with instruction to look it over and jot down any questions
- on the phone:
  - explain contract
  - answer questions
  - set renegotiation date
  - when satisfied, write in signature (by proxy)

After Initial Meeting (pages 26-29 - workbook)

a) Write Up Contract

- fill in Contract Format (making sure that it contains each of the items listed on pages 16-18 of the workbook).

b) Stop Taking Baseline Data

- reiterate purpose of baseline data (to find out how the student functions before intervention)
- student hands in remainder of baseline data
- explain why taking of baseline data stops (because intervention starts with first post-contract daily report card)

c) Start Post-Contract Use of the Daily Report Card

- explain parts of the daily report card to the student
  - tasks
  - period
  - signature
- explain student responsibility with the daily report card
- obtain card before the first class in the morning, keep it during the school day, and hand it in at home time
- take to teacher at beginning of each period (to get task specified)
- carry out specified tasks during each period
- take to teacher (along with work etc. when appropriate at the end of each period in order to get signature

d) Explain the Specifics of the Rewards

- Make explicit to the student:
  - he can choose from any reward on the contract (this choice is made when the student picks up the daily report card before the first class - teacher can even ask "What would you like to work for today?"
- then the teacher specifies:
  - when that reward will be given
  - where that reward will be given
  - how that reward will be given

e) Fill in the Monitoring Form

(Hand out a copy of the Monitoring Form)

- when a daily report card is complete, the information is transferred to the Monitoring Form (Appendix K)
- purposes:
  - to keep information together
  - to chart progress

DISCUSSION

- discuss problems and questions about:
  - taking baseline data
  - filling in task, rewards and goal of Contract Format
  - filling in reinforcement inventory
  - making reward menu
  - doing a W5 on one of the rewards

- discuss questions generated by the material
  - presentation
  - homework assignment

INDEPENDENT STUDY

1. Fill in (to be handed in on the following session), a copy of contract format. On it, in completed form, will be the following: task(s), rewards, goal, conditions (including sanction and bonus), starting, signing, and renegotiation dates, and signatures of involved parties (by proxy if necessary).

2. Fill in (to be handed in on the following session), a brief explanation of how the task(s) chosen meet the criteria for good tasks, outlined on pages 16-18 of the workbook.

3. Hand in, at the beginning of the following session, post-contract daily report cards (for the number of days that the contract has been in operation).

4. Hand in any remaining baseline data (on pre-contract Daily Report Cards).

5. Hand in, at the beginning of the following session, a copy of the Monitoring Form (with as many of the days completed as the contract has been in operation).

6. Complete Unit IV Workshop Evaluation. It is to be handed in at the beginning of the following session.

NOTES - UNIT IV

Arranging for an Initial Meeting (page 21 - workbook)

- parties who will continue to be involved are involved in the initial meeting
- arrange a time when all involved parties can come together
- (if parents aren't involved, they should be notified by phone)

At the Initial Meeting (page 21-25 - workbook)

A. Introduction

1. Why are we here?

   - "to help (student's name) with (specified problem behavior)"

2. What is contracting?

   - "It's a method by which all of us make a deal that we all agree to. This deal is one where (student's name) will accomplish a task that he/she and (teacher's name) agree on, and when he/she does, he/she will receive a reward which you both also agree on."

     (If parent is involved, mention this involvement)

3. How will it work in this case?

   - "We will decide on a task for (student's name) to accomplish, a reward for (student's name) to receive and then set up a contract which will enable him/her to earn different amounts of reward, depending on how many tasks he/she accomplishes.

     "When we work out this contract, we'll have everyone sign it (which means that you agree to it) and then we'll keep track, every day, of how many tasks (student's name) has accomplished. We will do this by using what is called a "Daily Report Card".

B. Choosing Tasks

- teacher explains problem behavior (in behavioral and non-judgmental terms)
- teacher suggests a task (which would solve problem behavior)
- involved parties discuss task to be sure that it is understood

by everyone and that it is agreeable to everyone. (If not, it is changed until it suits everyone)

C. Choosing Rewards

- student expresses preferences of things he/she would work for, in response to a question like, "If you had some free time to do anything you wanted around the school, what would you do?"

- if student is not sure, he/she can be given some ideas from the previously prepared Reward Menu

- teacher (and parents) talk about whether or not these rewards are feasible, given the school (and home) situation

- parties involved agree on the rewards (have 3-4 rewards)

D. Choosing Contract Conditions

- teacher explains what a contract condition is (a specification of how much reward for how much task completion)

- teacher suggests a fair condition and elicits discussion until everyone is in agreement

- discuss and arrive at a sanction (which is a natural consequence for low task completion)

- discuss and arrive at a bonus (which is a positive feedback for high task completion)

- teacher shows how this works out on post-contract daily report card (go through what happens during a period of the day)

- teacher shows how daily report card relates to conditions section of the Contract Format

  - what do "X"'s mean?
  - free time is for reward
  - numbers in each period section are task numbers
  - "long term" bonus does not relate to consecutive days of "good behavior"

E. Choosing a Renegotiation Date

- teacher explains why contracts need renegotiation
  1) situations change
  2) there may have been loopholes in the original contract
  3) one party may not be satisfied

- find a date and time that is free for involved parties

- teacher gives option to parties (other than teacher and student) of phoning if they continue to be satisfied

- make date about two weeks hence with provision that minor changes can be worked out between teacher and student

F. Answering Questions

- ask "Is there anything that anyone wants to ask about or get clear?"

G. Getting Signatures

- IF everyone is satisfied, THEN have them sign the contract

IF MEETING TIME IS LIMITED

1. go only as far as deciding contract conditions

after meeting:

- choose tentative renegotiation date
- have contract typed out
- send copies out to parties, with instructions to look it over and jot down any questions

on the phone:

- explain contract
- answer questions
- set renegotiation date
- when satisfied, write in signature (by proxy)

After the Initial Meeting (pages 26-29- workbook)

A. Write up Contract

- fill in Contract Format (making sure that it contains each of the items listed on page 25 of the workbook)

B. Stop Taking Baseline Data

- (because intervention starts with the first post-contract daily report card)

C. Start Post-Contract Use of the Daily Report Card

- explain parts of daily report card to student
  - tasks
  - period
  - signature

- explain student responsibility with the daily report card
  1) obtain card before first class in the morning
  2) take to teacher at the beginning of each period (to get task specified)
  3) carry out specified tasks during each period

4) take to teacher (along with work etc. when appropriate) at the end of each period in order to get signature
5) leave with teacher at the end of the last class

D. Explain the Specifics of the Rewards

- make explicit to the student that:
  1) he can choose from any reward on the contract (this choice is made when the student picks up the daily report card before the first class - teacher can ask "What would you like to work for today?"
  2) he knows <u>when</u>, <u>where</u>, and <u>how</u> the reward will be given that day.

E. Fill in Monitoring Form

- when daily report card is complete, the information is transfered to the Monitoring Form (Appendix K), for the purposes of:
  1) keeping the information together
  2) charting progress
  3) comparing with baseline data

<u>Relevant Workbook Pages</u>

Pages 21 - 28

BEHAVIORAL OBJECTIVES - UNIT IV

Behavioral Objective 1

At the end of this unit, the learner will be able to carry out an initial meeting. This will involve:

a) selecting involved parties and arranging for joint meeting

b) introducing contracting to the involved parties

c) explaining, negotiating and finalizing tasks

d) negotiating and finalizing rewards

e) specifying contract conditions (including a sanction and a bonus)

f) choosing a regenotiating date (which may or may not involve having all parties come again)

g) answering questions that involved parties have

h) obtaining relevant signatures (these may be obtained later, too)

Behavioral Objective 2

At the end of this unit, the learner will be able to carry out the post-initial meeting responsibilities. They include:

a) writing up contract (if not completed during session)

b) getting feedback and agreement from involved parties (if not completed during session)

c) making sure it contains the points outlined on page 25 of the workbook

d) stop taking baseline data

e) starting, with the student, the post-initial meeting use of the daily report card (which puts the contract into effect)

f) outlining where, when and how the student will get the reward he/she specified

g) filling in monitoring form (Appendix K)

CONTRACT MONITORING SHEET

	DATE:							
(1)	SIGNATURES EARNED							
(2)	REWARD EARNED							
(3)	REWARD DISPENSED							
(4)	BONUS							
(5)	SANCTION							

WORKSHOP EVALUATION (UNIT IV)

Your feedback, via this evaluation form, would help us to:

1) develop the workbook

2) improve the instructional and evaluation format

3) improve my awareness of the practical questions which need to be dealt with

4) improve my personal approach to communicating the material

Content		circle the appropriate number, 1-5, for each question					
1.	The objectives of this unit have been	clearly stated	5	4	3	2	1 very vague
2.	What is actually taught agrees with the stated objectives	very well	5	4	3	2	1 not at all
3.	The relevant part of the workbook is	very useful	5	4	3	2	1 unimportant
4.	This workshop is a worthwhile part of your training	agree	5	4	3	2	1 disagree
5.	This workshop is adequately fulfilling your expectations	agree	5	4	3	2	1 disagree
6.	The major emphasis in the unit is	theoretical	5	4	3	2	1 practical
7.	The amount I learned from this unit is	considerable	5	4	3	2	1 negligible
8.	There is adequate time to discuss content	agree	5	4	3	2	1 disagree

Write in any comments which are relevant to the content of this unit (additions, suggestions, questions, etc.).

Assignments

9.	The assignments for this unit are	too large	5	4	3	2	1 too small
10.	As an aid to achieving course objectives, assignments are generally	very helpful	5	4	3	2	1 busy work
11.	Assigned reading is useful	agree	5	4	3	2	1 disagree
12.	The teacher gives ample notice for assignments	agree	5	4	3	2	1 disagree
13.	There is adequate time to discuss the assignment	agree	5	4	3	2	1 disagree

Write in any comments which are relevant to the assignments of this unit (additions, suggestions, questions, etc.).

Evaluation

14.	You are aware of the criteria for evaluating your performance on each assignment	exactly	5	4	3	2	1 not at all
15.	The questions adequately sample the important material in the unit	agree	5	4	3	2	1 disagree
16.	You receive adequate feedback concerning your progress.	agree	5	4	3	2	1 disagree

Write in any comments which are relevant to the evaluation of this unit (additions, suggestions, questions, etc.).

Instructional Process

17.	Material was well organized	agree	5	4	3	2	1	disagree
18.	Objectives of the course were stated very	clearly	5	4	3	2	1	vaguely
19.	Emphasis upon practical examples was	too great	5	4	3	2	1	too little
20.	The purpose for covering the material was	clear	5	4	3	2	1	vague
21.	Synthesis of the material was	well done	5	4	3	2	1	inadequate
22.	The pace of the lecture was	too fast	5	4	3	2	1	too slow
23.	Audio-visual materials were very helpful	agree	5	4	3	2	1	disagree
24.	The instruction process was	too rigid	5	4	3	2	1	too lax

Write any comments which are relevant to the instructional process of this unit (additions, suggestions, questions, etc.).

Teacher

25.	The teacher operates at a level which is	too high	5	4	3	2	1	too low
26.	He is available and willing to give individual help	agree	5	4	3	2	1	disagree
27.	He encourages class discussion	agree	5	4	3	2	1	disagree
28.	Class sessions usually hold your interest - it is easy to remain attentive	agree	5	4	3	2	1	disagree

29. How does the teacher respond to student criticism?
criticism? receptive 5 4 3 2 1 rejecting

30. The teacher's knowledge of the subject area is very high 5 4 3 2 1 very low

31. Your general estimate of the teacher is superior teacher 5 4 3 2 1 poor teacher

Write any comments which are relevant to the teacher of this unit (suggestions, questions, etc.).

32. Rate this workshop in comparison with other workshops in education.

10 9 8 7 6 5 4 3 2 1

better than most — average — poorer than most

33. Below, please make
- personal comments
- comments which expand on any of the above questions
- additional comments about workshop content or instructional process

UNIT V

Behavioral Objective 1

At the end of this unit, the learner will be able to identify symptoms which point toward contract malfunction in both an in-class simulation exercise (where the symptoms of a contract that has broken down will be identified) and a classroom situation (where student symptoms that point toward contract renegotiation will be identified). This identification will be accomplished when the learner is provided with a "Contract Malfunction Symptom" checklist.

Task Analysis (Case Simulation):

a) be familiar with "Contract Malfunction Symptom" checklist
   - know terms; go over items
   - know what "reasonable expectations" of a student are (don't expect what student can't presently give)

b) be familiar with case simulation

Task Analysis (Classroom Situation);

a) wait until contract has been in operation for at least 5 days

b) observe student behavior for those 5 days

Evaluation:

1. Use the "Contract Malfunction Symptom" checklist on the in-class case simulation exercise (and hand in the completed copy of the checklist at the end of the class session).

2. Use the "Contract Malfunction Symptom" checklist on the ongoing contract (and hand in a completed copy of the checklist at the beginning of the next session).

Behavioral Objective 2

At the end of this unit, the learner will be able to identify the aspect of the contract or the situation (in both the in-class simulation and the classroom situation) which is bringing about the symptom. In the in-class simulation, the reason(s) for the symptom(s) in the broken down contract are identified; then, the steps taken in order to deal with the symptom(s) are specified and the steps needed to change the existing contract are outlined. In the classroom situation, the reason(s) for the symptom(s) in the ongoing contract are identified; then, the steps taken in order to alleviate the symptom(s) are specified as are the resultant changes in the existing contract. He/she will be able to make this identification when provided with the "Contract Maintenance" checklist.

Task Analysis (Case Simulation):

a) know the "Contract Maintenance" checklist
   - know terms

b) know case simulation

c) specify rules or relationship(s) being violated

d) correct contract to correct violations

Task Analysis (Classroom Situation):

Same as above

Evaluation:

1. Use the "Contract Maintenance" checklist on the in-class simulation exercise (hand in the completed copy of the checklist at the end of the class session).

2. Use the "Contract Maintenance" checklist to find the reason(s) for a symptom in the ongoing contract. Hand in a completed copy of this checklist on which is specified:

   a) the reason(s) for the symptom

   b) the steps taken to alleviate the symptom

   c) the resulting changes in the ongoing contract

PRESENTATION OF UNIT V

What is Involved in Contract Maintenance? (pages 28-30, workbook)

I Following Behavior Management Principles

1. Making explicit what is expected of the student for each period.

2. a) ignoring behaviors in class which interfere with learning or teaching.

   b) using appropriate punishment i.e. punishment which is a natural or logical consequence of non-task completion.

3. Giving positive feedback (praise and attention) in class to behaviors which facilitate learning or teaching.

4. Reinforcing behaviors which are incompatible with undesirable behaviors.

II Being Flexible

(A contract is open to infinite and immediate modification).

1. Listen to the student's ideas of how it should work.

2. Work with the student on the problem, not against him/her.

3. Be open to feedback; if the student expresses dissatisfaction openly and directly, discuss the situation until a mutually agreeable solution is found.

III Being Sensitive to Symptoms

(Hand out 2 copies of "Contract Malfunction Symptom" checklist)

1. Go over "Contract Malfunction Symptom" checklist

(Hand out a copy of Unit 5 case simulation)

2. Apply it to case simulation

IV Having a Procedure for Dealing with Problems

(Hand out 2 copies of "Contract Maintenance" checklist)

1. Go over "Contract Maintenance" checklist

2. Apply it to case simulation

Case Simulation

1. Instructor presents case simulation of a contract which has broken down.

2. Using "Contract Malfunction Symptom" checklist, learners identify the symptoms.

3. Using the "Contract Maintenance" checklist (and the information given in the case simulation), the learners specify problem areas and outline steps to remedy the problem.

DISCUSSION

Discuss problems and/or questions about:

- material handed in last week
- material presented this week
    - presentation
    - homework assignment

INDEPENDENT STUDY

1. Fill in (to be handed in next session) a completed copy of the "Contract Malfunction Symptom" checklist (from contract in their classroom).

2. Fill in (to be handed in next session) a completed copy of the "Contract Maintenance" checklist (from contract in their classroom).*

3. Hand in post-contract daily report cards.

4. Hand in completed (and up-to-date) copy of Monitoring Form (from contract in their classroom).

5. Complete Unit 5 Workshop Evaluation. It is to be handed in at the beginning of the following session.

* If some learners are having no symptoms they will not fill in this checklist. In this case, they fill out the "Contract Malfunction Symptom" checklist weekly until one appears - at that time, they complete the "Contract Maintenance" checklist and hand it in.

NOTES - UNIT V

What is involved in contract maintenance?

I Following behavior management principles.

1) Making explicit what is expected of the student for each period. This is done when the tasks, which are specified on the post-contract daily report card, are explicitly and behaviorally stated.

2) Ignoring (or using time out) for behaviors in class which interfere with learning or teaching.

3) Using appropriate punishment, i.e. punishment which is a natural or logical consequence of non-task completion.

4) Giving positive feedback (praise, attention, privilege, contact, etc.) in class to behaviors which facilitate learning or teaching.

5) Reinforcing behaviors which are incompatible with undesirable behaviors.

II Being flexible.

1) A contract is open to infinite and immediate modification.

2) Listen to the student's ideas of how it should work. This tactic:

a) involves him
b) gives you insight about what will work for him
c) produces openness and helps develop your relationship with him
d) gives a new perspective on problem and solution

3) Work <u>with</u> the student on the problem, not against him/her.

4) Be open to feedback. If the student expresses dissatisfaction openly and directly, discuss the situation until a mutually agreeable solution is found; if the student has a problem but isn't expressing it, help draw him out and get the problem clarified by use of active listening.

III Being sensitive to symptoms.

1) Go over "Contract Malfunction Symptom" checklist.

2) Apply it to case simulation and operating contract.

IV Having a procedure for dealing with problems.

1) Go over "Contract Maintenance" checklist.

2) Apply it to case simulation and operating contract.

Relevant Workbook Pages

Pages 28-30, 68-72

BEHAVIORAL OBJECTIVES - UNIT V

Behavioral Objective 1

At the end of this unit, the learner will be able to identify symptoms which point toward contract malfunction in both an in-class simulation exercise (where the symptoms of a contract that has broken down will be identified) and a classroom situation (where student symptoms that point toward contract renegotiation will be identified). This identification will be accomplished when the learner is provided with a "Contract Malfunction Symptom" checklist.

Behavioral Objective 2

At the end of this unit, the learner will be able to identify the aspect of the contract or the situation (in both the in-class simulation and the classroom situation) which is bringing about the symptom. In the in-class simulation, the reason(s) for the symptom(s) in the broken down contract are identified; then, the steps taken in order to deal with the symptom(s) are specified and the steps needed to change the existing contract are outlined. In the classroom situation, the reason(s) for the symptom(s) in the ongoing contract are identified; then, the steps taken in order to alleviate the symptom(s) are specified as are the resultant changes in the existing contract. He/she will be able to make this identification when provided with the "Contract Maintenance" checklist.

CONTRACT MALFUNCTION SYMPTOM CHECKLIST

Now that your contract with _____ is in operation, you need to be alert for behaviors (symptoms) which indicate that the contract is not working as effectively as it might be. If the following symptoms are occurring with the specified frequency, check "yes"; if the following symptoms are not occurring with the specified frequency, check "no".

student's name

		YES	NO
1.	UNFINISHED ASSIGNMENTS (to the extent that he/she is not doing more work than before the contract was implemented)	/_/	/_/
2.	COMPLAINING (about any aspect of the contract, in a serious matter, more than twice a day)	/_/	/_/
3.	DAWDLING (to the extent that you see him/her consistently "just putting in time")	/_/	/_/
4.	TALKING (at inappropriate times or in a disruptive way. Also, talking as a substitute for task completion. These behaviors done to the extent that they are affecting number of signatures received)	/_/	/_/
5.	CLOCK-WATCHING (to the extent that you notice him/her doing it more than once a period)	/_/	/_/
6.	INATTENTION TO INSTRUCTION OR DETAILS (as it relates to any aspect of the contract to the extent that contract operation is being affected)	/_/	/_/
7.	REVERSION TO OLD BEHAVIORS (to the extent that there is no difference between pre- and post-contract behavior)	/_/	/_/
8.	AN "I DON'T CARE" ATTITUDE (to the extent that it is affecting the number of signatures that he receives)	/_/	/_/

If the answer to the above questions was consistently "no", then the contract is working effectively and there is no need to use the "Contract Maintenance" checklist.

If the answers to the above questions contained one or more "yes" (and you see this "yes" affecting the contract's operation), then you need

to examine the questions on the Contract Maintenance checklist in order to find out the reason for the problem (if a reason isn't apparent to you). Once this reason has been discovered, a solution (which is then incorporated into the contract) should be apparent.

This checklist should be filled out weekly on the student who is involved with the contract.

CONTRACT MAINTENANCE CHECKLIST

Keeping in mind the symptom(s) that was identified by the Contract Malfunction Symptom checklist, ask yourself the following questions. Your answers will furnish you with possible reasons for the appearance of the symptom(s).

		YES	NO
1.	Was the target behavior (what you wanted to work on) clearly specified to you? To the student?	/_/ /_/	/_/ /_/
2.	Does the contract provide for the reward being dispensed as soon as possible after task completion?	/_/	/_/
3.	Does the contract ask for small approximations to the goal behavior? Could the tasks have been	/_/	/_/
	- too long	/_/	/_/
	- too difficult	/_/	/_/
	- too ambiguous	/_/	/_/
4.	Does the contract allow for frequent reinforcement?	/_/	/_/
	Does social reinforcement (e.g. positive feedback) accompany the priviledge?	/_/	/_/
5.	Does the contract call for and reward accomplishment rather than obedience?	/_/	/_/
6.	Is the performance (task completion) rewarded after its occurrence?	/_/	/_/
7.	Is the contract fair?	/_/	/_/
8.	Are the terms of the contract clear?	/_/	/_/
	To you?	/_/	/_/
	To the student?	/_/	/_/
9.	Is the contract positive?	/_/	/_/
10.	Is contracting as a method being used systematically (consistently)?	/_/	/_/
	Are there parts of the student's day where the contract is not applying?	/_/	/_/

		YES	NO
11.	Was the contract mutually negotiated?	/_/	/_/
	Did everyone feel free to contribute (as far as they were able)?	/_/	/_/
	Are you satisfied with the contract now?	/_/	/_/
	Is the student satisfied with the contract now?	/_/	/_/
12.	Is the sanction too punitive (not a logical or natural consequence of non-task completion)?	/_/	/_/
13.	Does the student understand the contract?	/_/	/_/
	a) What the contract is?	/_/	/_/
	b) What his/her part in the contract is?	/_/	/_/
	c) How he/she can go about bringing changes in the contract?	/_/	/_/
	d) Does he/she know what is expected of him/her?	/_/	/_/
14.	Is he/she being reinforced from a source other than the contract?	/_/	/_/
15.	a) Are the reinforcers really rewarding?	/_/	/_/
	b) Was the student involved in their selection?	/_/	/_/
	c) Do the reinforcers have to be reevaluated?	/_/	/_/
	d) Is the kind and amount of rewards being dispensed the same as it was specified in the contract?	/_/	/_/
	e) Has punishment accidentally accompanied the performance of the task?	/_/	/_/
	f) Has non-performance been rewarded?	/_/	/_/
16.	Are there other factors which are contributing to the problem behaviors?	/_/	/_/
	a) something at home?	/_/	/_/
	b) something in the student's peer group?	/_/	/_/
	c) something you are doing?	/_/	/_/
	d) something you are not doing?	/_/	/_/

		YES	NO
17.	Have you changed the contract in any way without discussing that change with the student?	☐	☐
18.	Is he/she manifesting a new problem behavior which is interfering with the contract?	☐	☐
19.	Do you have a clear idea of the behaviors that you are to observe and count?	☐	☐
20.	Is the data collecting task too complex or too difficult?	☐	☐

List the reason(s) which has emerged, as a result of your answering the above questions, which may be the cause of the symptom(s).

1. _____

2. _____

3. _____

List the steps which you will be taking in order to deal with the above problem (what changes are you going to make, with the contract and the situation, in order to get rid of the reason for the symptom).

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

These steps should involve the student and should be taken as soon as possible (at or before the renegotiation date).

CASE SIMULATION - UNIT V

Mr. Green had set up a contract with Johnny Brown 10 days ago. The contract was set up to decrease the number of disruptive verbal outbursts that Johnny was having per class period. Baseline data on these outbursts (which were defined as those loud enough to distract one other person and which occurred without permission to speak) indicated that they occurred 7 times per period. When the contract was first implemented, it brought about a noticeable decrease in Johnny's behavior (during the first week, 50% of the periods that the contract applied to [and therefore, Johnny had a daily report card with him], he had two or less verbal outbursts). Then, during the second week, this percentage dropped to 20% and was accompanied by Johnny stating that he "didn't like the 'agreement' anymore" and that he "didn't care about getting the signatures."

In giving information about the progress of the contract, Mr. Green said:

> During the initial meeting, all of us contributed to the contract. Johnny was enthusiastic, his parents were pleased... and I was confident that I had found the method to deal with his problems.
> ...he understood the "deal" very well and was able to flawlessly outline his responsibilities and what he would receive.
> During the first week, I gave Johnny his reward, which was 30 minutes of free time to build a model, every day. His mother told me that this is one thing he really likes to do...
> ...during that first week, I was very pleased with his progress and told him so when I was signing his report card...
> ...I was so pleased with the change in his talking that I felt that I should apply the contract to his "assignment completion" behavior too. I did this starting the second week and that's when the roof fell in...
> ...when I added this second task, I also decided that the half hour period could be more beneficial to Johnny if he were doing something in the language arts area. Therefore, I changed his reward from model building to reading a book of his choice.
> ...after he quit behaving well and began to complain again... I tried to show him that this "work" was no fun for me either and pointed out to him all the times when he was "bugging" me... When he continued to complain, I told him that if he didn't "smarten up" I would take away his free time for a week...
> ...I thought that this big change was probably because of something that was happening at home, so I phoned... mom said that nothing unusual had

> happened and that they were sticking to our plans... I don't know whether they are or not... Something has sure got into him.
> Now, we are still applying the contract every day, all day (and I find no trouble keeping it) ...but it's just not working... I like the idea but he sure seems to have changed...

Using this information, complete the "Contract Malfunction Symptom" checklist and the "Contract Maintenance" checklist. This includes listing the possible reasons for the symptoms (as identified by the "Contract Maintenance" checklist) and listing the steps to be taken (both in the situation and the contract) to make the contract effective again.

WORKSHOP EVALUATION (UNIT V)

Your feedback, via this evaluation form, would help us to:

1) develop the workbook

2) improve the instructional and evaluation format

3) improve my awareness of the practical questions which need to be dealt with

4) improve my personal approach to communicating the material

Content		circle the appropriate number, 1-5, for each question					
1.	The objectives of this unit have been	clearly stated	5	4	3	2	1 very vague
2.	What is actually taught agrees with the stated objectives	very well	5	4	3	2	1 not at all
3.	The relevant part of the workbook is	very useful	5	4	3	2	1 unimportant
4.	This workshop is a worthwhile part of your training	agree	5	4	3	2	1 disagree
5.	This workshop is adequately fulfilling your expectations	agree	5	4	3	2	1 disagree
6.	The major emphasis in the unit is	theoretical	5	4	3	2	1 practical
7.	The amount I learned from this unit is	considerable	5	4	3	2	1 negligible
8.	There is adequate time to discuss content	agree	5	4	3	2	1 disagree

Write in any comments which are relevant to the content of this unit (additions, suggestions, questions, etc.).

Assignments

9.	The assignments for this unit are	too large	5	4	3	2 1 too small
10.	As an aid to achieving course objectives, assignments are generally	very helpful	5	4	3	2 1 busy work
11.	Assigned reading is useful	agree	5	4	3	2 1 disagree
12.	The teacher gives ample notice for assignments	agree	5	4	3	2 1 disagree
13.	There is adequate time to discuss the assignment	agree	5	4	3	2 1 disagree

Write in any comments which are relevant to the assignments of this unit (additions, suggestions, questions, etc.).

Evaluation

14.	You are aware of the criteria for evaluating your performance on each assignment	exactly	5	4	3	2 1 not at all
15.	The questions adequately sample the important material in the unit	agree	5	4	3	2 1 disagree
16.	You receive adequate feedback concerning your progress.	agree	5	4	3	2 1 disagree

Write in any comments which are relevant to the evaluation of this unit (additions, suggestions, questions, etc.).

Instructional Process

17.	Material was well organized	agree	5	4	3	2	1 disagree
18.	Objectives of the course were stated very	clearly	5	4	3	2	1 vaguely
19.	Emphasis upon practical examples was	too great	5	4	3	2	1 too little
20.	The purpose for covering the material was	clear	5	4	3	2	1 vague
21.	Synthesis of the material was	well done	5	4	3	2	1 inadequate
22.	The pace of the lecture was	too fast	5	4	3	2	1 too slow
23.	Audio-visual materials were very helpful	agree	5	4	3	2	1 disagree
24.	The instruction process was	too rigid	5	4	3	2	1 too lax

Write any comments which are relevant to the instructional process of this unit (additions, suggestions, questions, etc.).

Teacher

25.	The teacher operates at a level which is	too high	5	4	3	2	1 too low
26.	He is available and willing to give individual help	agree	5	4	3	2	1 disagree
27.	He encourages class discussion	agree	5	4	3	2	1 disagree
28.	Class sessions usually hold your interest - it is easy to remain attentive	agree	5	4	3	2	1 disagree

29. How does the teacher respond to student criticism?
criticism? receptive 5 4 3 2 1 rejecting

30. The teacher's knowledge of the subject area is very high 5 4 3 2 1 very low

31. Your general estimate of the teacher is superior teacher 5 4 3 2 1 poor teacher

Write any comments which are relevant to the teacher of this unit (suggestions, questions, etc.).

32. Rate this workshop in comparison with other workshops in education.

10 9 8 7 6 5 4 3 2 1

better than most — average — poorer than most

33. Below, please make
- personal comments
- comments which expand on any of the above questions
- additional comments about workshop content or instructional process

UNIT VI

Behavioral Objective 1

At the end of this unit, the learner will be able to apply the tactics used to fade out the ongoing contract in both a case simulation and a classroom situation. These tactics include:

a) the student increasingly decides which of the specified tasks are to be carried out during a specified period.

b) the student increasingly contributes to the addition or subtraction of the specified tasks.

c) the student increasingly works for longer term rewards.

d) the contract increasingly becomes more informal.

e) the contract increasingly applies to fewer and fewer periods during each school day.

f) the teacher increasingly relates successful task completion to natural reinforcers.

g) the teacher talks to student about progress and ability to "self-manage".

These tactics will be carried out when the learner is provided with the "Contract Termination" checklist.

Task Analysis:

a) teacher negotiates, at the beginning of each period, with the student about what would be relevant tasks for that specific period.

b) the teacher facilitates, at the beginning of any period, student suggestions about what tasks should be added, subtracted, changed etc.

c) - teacher decreases the number of reward - periods delivered per day (e.g. instead of four 10 minute periods of free time available to be earned per day, gradually change to one 40 minute period of free time available at the end of the day).
   - teacher increases the size of the reward delivered
     - weekend reward event for so many good days of school task completion during week (e.g. 3 "certificates of excellence" that week = picnic on weekend)
     - reward as a consequence of the accumulation of x no of good days of task completion in school (e.g. 10 days of

"good" task completion = hockey game)

d) - the teacher increasingly substitutes verbal for written features of the contract (striving to remain fair, positive, clear, etc.)

e) - teacher decides which periods have responded the best and have been the most stable
- teacher gradually eliminates these periods from the contract scope
- teacher watches behavior during these periods; if behavior reverts back to pre-contract level, then the contract scope is again broadened to include that period

f) - teacher decreases the number of rewards delivered per day (see c)

g) teacher talks with student.

(This step follows the previous six and is a result of seeing their implementation of successfully responded to by the student).

During this talk, the teacher communicates:

1. praise for progress on task completion

2. belief that progress can continue without contract

3. that the student can decide what he/she wants (e.g. do you want to stay on the contract or not?) (Do you want me to work out a deal with your folks whereby you can save up "certificates of excellence" during the week and cash them in on the weekend?)

Evaluation:

1. A completed copy of the "Contract Termination" checklist (to be handed in one week after contract termination starts), which assesses progress in contract termination will be required.

2. A copy of the changes that have been made in the contract as a result of negotiations will be handed in: (this will include the problem that arose, how it was dealt with, and what modifications were made in the contract).

3. A list of the steps to be taken in order to effectively terminate the contract will be handed in at the end of the session. This in-class exercise will be done when the learner is provided with a case simulation of a contract that has been in operation for one month and with the "Contract Termination" checklist.

PRESENTATION OF UNIT VI

Steps Involved in Terminating a Contract (pages 30-34 - workbook)

These steps are to be taken within the context of student-teacher negotiation.

1. The student becomes increasingly responsible for task specification (for the specific periods during which the contract applies).

   The teacher gives the student more and more responsibility for task specification by asking questions like:

   a) "Which, of the tasks on your daily report card, do you think are appropriate for this period?"

   b) "What tasks do you want to finish by the end of this period?"

   c) "What changes (additions, subtraction etc.) would you like to see in the tasks you are working to accomplish?"

2. The student increasingly works for longer term rewards.

   The teacher can facilitate this by:

   a) Decreasing the number of reward periods given per day or week (e.g. instead of dispensing a reward 3 times a day, dispense it 2 times a day).

   b) Increasing the size of the reward given (e.g. instead of giving 2 fifteen-minute periods of free time per day, give one period of 30 minutes per day).

   c) Increasing parental involvement of dispensing rewards at home (e.g. instead of one period of 30 minutes of free time as a reward for a day containing four periods of successful task completion, change to giving a family picnic (to be dispensed on the weekend), as a result of obtaining three "Certificates of Excellence" during the week (a "Certificate of Excellence" is earned for a day which contains four periods of successful task completion).

3. The contract between the student and the teacher becomes increasingly informal.

   The teacher can facilitate this by:

   a) Increasingly making verbal contracts with the student [e.g. instead of task specification on the daily report card, the teacher can say "Joe, if you finish the assigned work this period (or "if you work steadily on the assigned work for this period"), you will receive half an hour of free time starting at 3:00."]

4. The contract between the student and the teacher applies to fewer and fewer periods during the school day.

   The teacher can facilitate this by:

   a) Eliminating periods where there is acceptable task accomplishment. This could mean the elimination of periods where the accomplishment has always been acceptable or where there has been a change to acceptable levels that has maintained itself for three consecutive weeks. (e.g. Jane, we'll only be using the contract today during periods 1, 3 and 4. This is because your work during the other periods has been really good. Pretty soon, you'll know what things to do even when you don't have a daily report card.")

5. The teacher increasingly relates successful task completion to "natural" reinforcers.

   The teacher can do this by:

   a) Giving positive feedback for successful task completion (e.g. "I really liked the way you worked on your project this period.")

   b) Relating successful task completion to grades ("You get 90% on that assignment - great!")

   c) Relating his/her work to that of the class as a whole ("I really appreciated the way that <u>all</u> of you helped to clean up")

6. When these "fading" techniques have been in operation and there has been no reversion to pre-contract behavior, the teacher calls a terminating meeting.

   The teacher covers the following topics:

   a) Praise for progress on task completion ("I really appreciate how you have ...")

   b) Belief that progress can continue without the contract ("I think you can continue to improve from now on without using the daily report card...")

   c) Asking the student what he/she wants to do
   ("Do you want to stay on the contract or not?")
   ("Do you want me to work out a deal with your folks whereby you can continue to get "certificates of excellence" which you can "cash in" on a weekend activity even after the daily report cards are finished?")

QUESTIONS TO DEAL WITH

1. What if student starts to go back to old behavior when fading techniques are employed?

   - go back to more structured situation
   - employ fading techniques more slowly
   - focus on employing non-contract ways of student getting positive reinforcement for successful task completion.
   - ask the student what is going on and what he/she wants.

   (There will be great individual differences in how fast a contract can be faded out).

2. What if student wants to continue with the contract?

   - set up one which takes a minimum of your time and effort (e.g. giving a "Certificate of Excellence" per day which brings about a privilege at home)

3. Will the student want to be paid for everything he/she does from now on?

   - we all work for some form of "payment"; the main points are to be sure that the student is receiving more "payment" for successful task completion than he/she is for unacceptable task completion and that the "payment" he/she receives is socially acceptable.

CASE SIMULATION

(Hand out a copy of the Unit VI case simulation and two copies of the "Contract Termination" checklist).

1. Instructor presents case simulation of a contract which has been in operation for a month.

2. Learners apply the techniques involved in contract fading to the case simulation and outline the steps that would be involved in working toward the termination of that contract.

3. Learners use "Contract Termination" checklist to assess the validity of their contract termination steps.

DISCUSSION

Discuss problems and/or questions about:

- material handed in last week (and handed back now)

- material presented this week
  - presentation
  - homework assignment

INDEPENDENT STUDY

1. Fill in (to be handed in when completed) a completed copy of the Contract Termination checklist; this is filled out on the classroom contract.

2. Make (to be handed in when completed) a list of the changes that have been made in the contract as a result of negotiations.

3. Complete Unit VI Workshop Evaluation. It is be to handed in at the "wind up" meeting.

NOTES - UNIT VI

Steps Involved in Terminating a Contract (pages 31-35 - workbook)

1. The student becomes increasingly responsible for task specification (for the specific periods during which the contract applies).

   The teacher gives the student more and more responsibility for task specification by asking questions like:

   a) Which of the tasks on your daily report card do you think are appropriate for this period?

   b) What tasks do you want to finish by the end of this period?

   c) What changes (additions, subtractions, etc.) would you like to see in the tasks you are working to accomplish?

2. The student increasingly works for longer term rewards.

   The teacher can facilitate this by:

   a) Decreasing the number of reward periods given per day or week (e.g. instead of dispensing a reward 3 times a day, dispense it 2 times a day).

   b) Increasing the size of the reward given (e.g. instead of giving 2 fifteen-minute periods of free time per day, give 1 period of 30 minutes per day).

   c) Increasing parental involvement of dispensing rewards at home (e.g. instead of one period of 30 minutes of free time as a reward for a day containing four periods of successful task completion, change to giving a family picnic - to be dispensed on the weekend - as a result of obtaining three "certificates of excellence" during the week [a certificate of excellence is earned for a day which contains four periods of successful task completion]).

3. The contract between the student and the teacher becomes increasingly informal.

   The teacher can facilitate this by:

   a) Increasingly making verbal contracts with the student (e.g. instead of task specification on the daily report card, the teacher can say, "Joe, if you finish the assigned work this period (or "if you work steadily on the assigned work for this period"), you will receive fifteen minutes of free time starting at 3:15."

4. The contract between the student and the teacher applies to fewer and fewer periods during the school day.

   The teacher can facilitate this by:

   a) Eliminating periods where there is acceptable task accomplishment. This could mean the elimination of periods where the accomplishment has always been acceptable or where there has been a change to acceptable levels that has maintained itself for three consecutive weeks. (e.g. "Jane, we'll only be using the contract today during periods 1, 3 and 4. This is because your work during the other periods has been really good. Pretty soon, you'll be doing the work when you and I only discuss what to do.

5. The teacher increasingly relates successful task completion to "natural" reinforcers.

   The teacher can do this by:

   a) Giving positive feedback for successful task completion (e.g. "I really liked the way you worked on your project this period.")

   b) Relating successful task completion to grades ("You get 90% on that assignment - great!").

   c) Relating his/her work to that of the class as a whole ("I really appreciated the way that <u>all</u> of you helped to clean up.")

6. When these "fading" techniques have been in operation and there has been no reversion to pre-contract behavior, the teacher calls a "termination meeting".

   The teacher covers the following topics:

   a) Praise for progress on task completion
   ("I really appreciate how you have ...")

   b) Belief that progress can continue without the contract
   ("I think you can continue to improve from now on without using the daily report card ...")

   c) Asking the student what he/she wants to do
   ("Do you want to stay on the contract or not?")
   ("Do you want me to work out a deal with your folks whereby you can continue to get 'certificates of excellence' which you can 'cash in' on a weekend activity even after the daily report cards are finished?")

Questions

1. What if student starts to go back to old behavior when fading techniques are employed?

   - go back to a more structured situation
   - employ fading techniques more slowly
   - focus on employing non-contract ways of student getting positive reinforcement for successful task completion
   - ask the student what is going on and what he/she wants

(There will be great individual differences in how fast a contract can be faded out)

2. What if student wants to continue with the contract?

   - set up one which takes a minimum of your time and effort (e.g. giving a 'certificate of excellence' per day which brings about a privilege at home)

3. Will the student want to be paid for everything he/she does from now on?

   - we all work for some form of 'payment'; the main points are to be sure that the student is receiving more 'payment' for successful task completion than he/she is for unacceptable task completion and that the 'payment' he/she receives is socially acceptable.

Relevant Workbook Pages

Pages 30-34, 73-74

BEHAVIORAL OBJECTIVE - UNIT VI

Behavioral Objective 1

At the end of this unit, the learner will be able to apply the tactics used to fade out the ongoing contract in both a case simulation and a classroom situation. These tactics include:

a) the student increasingly decides which of the specified tasks are to be carried out during a specified period

b) the student increasingly contributes to the addition or subtraction of the specified tasks

c) the student increasingly works for longer term rewards

d) the contract increasingly becomes more informal

e) the contract increasingly applies to fewer and fewer periods during each school day

f) the teacher increasingly relates successful task completion to natural reinforcers

g) the teacher talks to student about progress and ability to "self-manage"

These procedures will be carried out when the learner is provided with the "Contract Termination" checklist.

CONTRACT TERMINATION CHECKLIST

Now that the contract has been set up and has produced a change in the student's behavior (as measured by an increasing percentage of periods of successful task completion) for three consecutive weeks, it is time to begin to implement termination procedures (designed to fade out the contract). You are to:

1. read over the procedures (which were given during the Unit VI session).
2. implement them for the next 5 days (after the three consecutive weeks of contract progress).
3. then, fill out the following checklist.

	YES	NO
1. Are you giving the student more responsibility in deciding which of the specified tasks are to be carried out during a specified period?	/_/	/_/
2. Are you giving the student more responsibility in deciding what tasks should be added, dropped or changed as the contract goes along?	/_/	/_/
3. Is the student working for longer term rewards?	/_/	/_/

At Beginning of Contract	Now
a) no. of reward periods per day _____	a) no. of reward periods per day _____
b) size of reward _____	b) size of reward _____

4. Is the contract becoming more informal (i.e. verbal rather than written)?	/_/	/_/
5. Is the contract applying to fewer periods during the school day?	/_/	/_/

At Beginning of Contract	Now
a) no. of periods per day contract applies to _____	a) no. of periods per day contract applies to _____

6. Are the rewards presently being given more social (e.g. praise) than tangible (e.g. free time) in nature?	/_/	/_/

When fading procedures have been implemented to the extent that you believe that the contract can be terminated without the student reverting to his/her old pre-contract behaviors, a termination meeting should be called, during which:

a) the teacher praises the student for progress on task completion

b) the teacher expresses the belief that progress can continue without the contract

c) the teacher asks the student what he/she wants to do (his/her answer will determine whether the contract continues or not).

CASE SIMULATION - UNIT VI

Mr. Gray had developed a contract with Larry Black in order to help him increase his "assignment completion" behavior. Baseline data indicated that he was getting 20% of his assignments completed. During the first week there was little progress but, after a negotiation period and some contract adjustments, the assignment completion rate has stayed consistently around 90%. The contract has now been in operation for one month.

Mr. Gray has stated, concerning the present operation of the contract, that:

> "...Larry comes to me with his "report card" and I specify what a reasonable task for the period would be. I write this down for him on the daily report card.
> "...the rewards, which have varied from week to week, are given every day at the same time. Throughout the contract, the amount of free time that could be earned was 30 minutes. Larry has used this time to read, build a model and learn to type.
> "...I have used this contract for every period of Larry's school day except physical education. One thing I have noticed, however, is that it hasn't helped him in arithmetic - he was getting his work done in that subject before the contract started."

Using the above information, apply the techniques involved in contract fading (as delineated in Unit VI) and list the steps you would take to begin to terminate this contract. Use the "Contract Termination" checklist to see how many of these techniques you have incorporated.

WORKSHOP EVALUATION (UNIT VI)

Your feedback, via this evaluation form, would help us to:

1) develop the workbook

2) improve the instructional and evaluation format

3) improve my awareness of the practical questions which need to be dealt with

4) improve my personal approach to communicating the material

Content		circle the appropriate number, 1-5, for each question	
1. The objectives of this unit have been	clearly stated	5 4 3 2 1	very vague
2. What is actually taught agrees with the stated objectives	very well	5 4 3 2 1	not at all
3. The relevant part of the workbook is	very useful	5 4 3 2 1	unimportant
4. This workshop is a worthwhile part of your training	agree	5 4 3 2 1	disagree
5. This workshop is adequately fulfilling your expectations	agree	5 4 3 2 1	disagree
6. The major emphasis in the unit is	theoretical	5 4 3 2 1	practical
7. The amount I learned from this unit is	considerable	5 4 3 2 1	negligible
8. There is adequate time to discuss content	agree	5 4 3 2 1	disagree

Write in any comments which are relevant to the content of this unit (additions, suggestions, questions, etc.).

Assignments

9.	The assignments for this unit are	too large	5	4	3	2	1 too small
10.	As an aid to achieving course objectives, assignments are generally	very helpful	5	4	3	2	1 busy work
11.	Assigned reading is useful	agree	5	4	3	2	1 disagree
12.	The teacher gives ample notice for assignments	agree	5	4	3	2	1 disagree
13.	There is adequate time to discuss the assignment	agree	5	4	3	2	1 disagree

Write in any comments which are relevant to the assignments of this unit (additions, suggestions, questions, etc.).

Evaluation

14.	You are aware of the criteria for evaluating your performance on each assignment	exactly	5	4	3	2	1 not at all
15.	The questions adequately sample the important material in the unit	agree	5	4	3	2	1 disagree
16.	You receive adequate feedback concerning your progress.	agree	5	4	3	2	1 disagree

Write in any comments which are relevant to the evaluation of this unit (additions, suggestions, questions, etc.).

Instructional Process

17.	Material was well organized	agree	5	4	3	2	1 disagree
18.	Objectives of the course were stated very	clearly	5	4	3	2	1 vaguely
19.	Emphasis upon practical examples was	too great	5	4	3	2	1 too little
20.	The purpose for covering the material was	clear	5	4	3	2	1 vague
21.	Synthesis of the material was	well done	5	4	3	2	1 inadequate
22.	The pace of the lecture was	too fast	5	4	3	2	1 too slow
23.	Audio-visual materials were very helpful	agree	5	4	3	2	1 disagree
24.	The instruction process was	too rigid	5	4	3	2	1 too lax

Write any comments which are relevant to the instructional process of this unit (additions, suggestions, questions, etc.).

Teacher

25.	The teacher operates at a level which is	too high	5	4	3	2	1 too low
26.	He is available and willing to give individual help	agree	5	4	3	2	1 disagree
27.	He encourages class discussion	agree	5	4	3	2	1 disagree
28.	Class sessions usually hold your interest - it is easy to remain attentive	agree	5	4	3	2	1 disagree

29. How does the teacher respond to student criticism?
criticism? receptive 5 4 3 2 1 rejecting

30. The teacher's knowledge of the subject area is very high 5 4 3 2 1 very low

31. Your general estimate of the teacher is superior teacher 5 4 3 2 1 poor teacher

Write any comments which are relevant to the teacher of this unit (suggestions, questions, etc.).

32. Rate this workshop in comparison with other workshops in education.

10	9	8	7	6	5	4	3	2	1
better than most				average				poorer than most	

33. Below, please make
- personal comments
- comments which expand on any of the above questions
- additional comments about workshop content or instructional process

APPENDIX C

REVISED TIMETABLE OF SESSIONS

TIMETABLE OF SESSIONS

Unit I

Before

(1) Payment of fees (thirty dollars)

During

Presentation:

(1) What is contracting (20 minutes)
(2) Rule of behavior underlying contracting (20 minutes)
Coffee break (10 minutes)
(3) Rules which enable the contract to work efficiently (20 minutes)

Discussion:

(1) Questions generated by material
(2) Questions related to homework
(3) Questions concerning quiz
(4) Maintenance issues
} (20 minutes)

Handouts:

(1) Units I and II notes and contracting workbook pages
(2) Units I and II behavioral objectives
(3) Evaluation questions for behavioral objective 1-3b
(4) Evaluation questions for behavioral objective 1-3c
(5) "Misuses of Contracting" article
(6) Unit I Workshop Evaluation
(7) "Homework Assignment" checklist

After

(1) Complete questions that evaluate objective 1-3b
(2) Complete questions that evaluate objective 1-3c
(3) Complete Unit I Workshop Evaluation
(4) Study for in-class quiz which will evaluate objectives 1-1, 1-2, and 1-3a
(5) Read "Misuses of Contracting" article

Unit II
(1 week later)

Before

(1) Hand in questions that evaluate objectives 1-3b and 1-3c
(2) Hand in Unit I Workshop Evaluation

During

Presentation:

(1) Quiz to evaluate objectives 1-1, 1-2, and 1-3a (30 minutes)
Coffee break (10 minutes)
(2) Use of "Identification of a Behavioral or Motivational Difficulty" checklist (10 minutes)
(3) Use of "Problem Specification" checklist (10 minutes)
(4) How to specify targeted behavior in operational terms (10 minutes)

Discussion:

(1) Questions generated by material
(2) Questions related to homework
} (10 minutes)

Handouts:

(1) Unit III notes and contracting pages
(2) Unit III behavioral objectives
(3) Three copies of the "Identification of a Behavioral or Motivational Difficulty" checklist
(4) Two copies of the "Problem Specification" checklist
(5) Unit II Workshop Evaluation

After

(1) Complete "Identification of a Behavioral or Motivational Difficulty" checklist on student
(2) Complete "Problem Specification" checklist on selected student
(3) Complete operational definition of targeted behavior
(4) Read relevant workbook pages (7-9, 40-44)
(5) Complete Unit II Workshop Evaluation

Unit III
(1 week later)

Before

(1) Hand in completed "Identification of a Behavioral or Motivational Difficulty" checklist
(2) Hand in completed "Problem Specification" checklist
(3) Hand in operational definition of targeted behavior
(4) Hand in Unit II Workshop Evaluation

During

Presentation:

(1) Feedback on quiz and Unit I homework questions (10 minutes)

(2) How to take baseline data (20 minutes)
Coffee break (10 minutes)
(3) How to use Contract Format (20 minutes)
(4) How to use Post-Contract Daily Report Card (10 minutes)

Discussion:

(1) Questions concerning quiz and Unit I homework questions
(2) Questions generated by material in presentation
(3) Questions related to homework
} (15 minutes)

Handouts:

(1) Unit IV notes and contracting workbook pages
(2) Unit IV behavioral objectives
(3) Ten blank copies of the Daily Report Card
(4) Three blank copies of the Contract Format
(5) A copy of the Reinforcement Inventory
(6) Unit III Workshop Evaluation

After

(1) Complete 3 (or more) pre-contract Daily Report Cards
(2) Complete the Reinforcement Inventory
(3) Develop a copy of an individualized Reward Menu
(4) Specify the who, what, when, where, and how of the first reward chosen
(5) Specify (on a Contract Format) a task, 4 possible rewards and a goal of the contract
(6) Read relevant workbook pages (9-20, 45-67)
(7) Complete Unit III Workshop Evaluation

Unit IV
(2 weeks later)

Before

(1) Hand in pre-contract Daily Report Cards
(2) Hand in Reinforcement Inventory
(3) Hand in Reward Menu
(4) Hand in list which specifies the who, what, when, where, and how of the first reward chosen
(5) Hand in (partially completed) Contract Format
(6) Hand in Unit III Workshop Evaluation

During

Presentation:

(1) Setting up and carrying out an initial meeting (30 minutes)
Coffee break (10 minutes)
(2) Carrying out post-initial meeting responsibilities (25 minutes)

Discussion:

(1) Questions concerning Unit II checklists
(2) Questions relating to the application of contracting in the classroom (e.g., baseline data, specifying tasks, etc.)
(3) Questions generated by material in presentation
(4) Questions related to homework

(20 minutes)

Handouts:

(1) Unit V notes and contracting workbook pages
(2) Unit V behavioral objectives
(3) A copy of the Monitoring Form
(4) Unit IV Workshop Evaluation

After

(1) Complete the Contract Format totally
(2) Develop a brief explanation of how the tasks chosen meet the criteria for good tasks (given on pages 15-17 of the workbook)
(3) Complete post-contract Daily Report Cards
(4) Complete Monitoring Form
(5) Hand in any remaining baseline data (on pre-contract Daily Report Cards)
(6) Read relevant workbook pages (20-28)
(7) Complete Unit IV Workshop Evaluation

Unit V
(2 weeks later)

Before

(1) Hand in completed Contract Format
(2) Hand in explanation of how tasks chosen meet criteria for good tasks
(3) Hand in post-contract Daily Report Cards
(4) Hand in Monitoring Form
(5) Hand in list which specifies the who, what, when, where, and how of the first reward chosen.

(6) Hand in Unit IV Workshop Evaluation

During

Presentation:

(1) What is involved in contract maintenance (10 minutes)
(2) Application of "Contract Malfunction Symptom" checklist to case simulation (10 minutes)
(3) Application of "Contract Maintenance" checklist to case simulation (20 minutes)

Coffee break (10 minutes)

Discussion:

(1) Questions concerning any phase of contract application (baseline data, filling in Contract Format, carrying out an initial meeting, putting contract into operation)
(2) Questions generated by material in presentation
(3) Questions related to homework

(30 minutes)

Handouts:

(1) Unit VI notes and contracting workbook pages
(2) Unit VI behavioral objectives
(3) Two copies of the "Contract Malfunction Symptom" checklist
(4) Two copies of the "Contract Maintenance" checklist
(5) A copy of Unit V case simulation
(6) Unit V Workshop Evaluation

After

(1) Complete the "Contract Malfunction Symptom" checklist on the ongoing classroom contract
(2) Complete the "Contract Maintenance" checklist (if necessary) on the ongoing classroom contract
(3) Continue to complete post-contract Daily Report Cards
(4) Continue to complete Monitoring Form
(5) Read relevant workbook pages (28-30, 68-72)
(6) Complete Unit V Workshop Evaluation

Unit VI
(2 weeks later)

Before

(1) Hand in "Contract Malfunction Symptom" checklist on classroom contract
(2) Hand in "Contract Maintenance" checklist on classroom contract

(3) Hand in post-contract Daily Report Cards
(4) Hand in Monitoring Form
(5) Hand in Univ V Workshop Evaluation

During

Presentation:

(1) Steps involved in terminating a contract (20 minutes)
(2) Application of "Contract Termination" checklist to case simulation (15 minutes)
Coffee break (10 minutes)
(3) Questions to deal with (10 minutes)

Discussion:

(1) Questions concerning any phase of contract application (filling in Contract Format, carrying out initial meeting, putting contract into operation, contract maintenance)
(2) Questions generated by material in presentation
(3) Questions related to homework

(30 minutes)

Handouts:

(1) Contracting workbook pages
(2) Two copies of "Contract Termination" checklist
(3) A copy of Unit VI case simulation
(4) Unit VI Workshop Evaluation

After

(1) Complete the "Contract Termination" checklist on the ongoing contract
(2) Develop a list of the changes that have been made in the contract as a result of negotiations
(3) Complete Unit VI Workshop Evaluation

Wind-Up Meeting
(1 week later)

Before

(1) Hand in "Contract Termination" checklist on ongoing contract
(2) Hand in list of changes that have been made in the contract as a result of negotiations
(3) Hand in Unit VI Workshop Evaluation
(4) Hand in post-contract Daily Report Cards and Monitoring Form (completed or up-to-date)

During

Discussion:

(1) Questions concerning any phase of contract application
(2) Discussion of any problems or issues that arose in the course of the Workshop
(3) Suggestions for format, workbook or application improvement
(4) Sharing personal experiences and reactions
(5) Maintenance issues:
- how to reach me with further materials (if process is not yet completed)
- how to get further materials
- making arrangements for further applications, etc.
- filling in "Certificate of Completion" for those finishing

After

(1) Complete and send in any materials not yet delivered

APPENDIX D

SCHOOL CONTRACTING MANUAL:

TEACHER VERSION

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INTRODUCTION

This manual is written for the regular or special education classroom teacher. It will focus on what behavior contracting is, how to establish a behavioral contract with a student who is having motivational and/or behavioral difficulties, and how to maintain and terminate such a contract.

WHAT BEHAVIORAL CONTRACTING IS

The concept of contracting is not a new one to us, we use it everyday. Basically, a contract is an agreement between two parties which specifies:

(1) a requirement to be met (i.e., a task) and

(2) the consequences for filling that requirement (i.e., a reward).

Stuart (1971) elaborates, upon this definition he says:

> A behavioral contract is a means of scheduling the exchange of positive reinforcements between two or more persons....contracts structure reciprocal exchanges by specifying: who is to do what, for whom, under what circumstances. (pp. 2-3)

An everyday example of a contract would be a teacher working to receive a pay cheque.

Since a contract basically consists of a task and a reward, any contract can be stated in the following conditional sentence: "IF you will do...(1), THEN you will receive...(2)."

The technique of behavioral contracting is based on a fundamental rule of behavior:

A BEHAVIOR IS STRENGTHENED OR WEAKENED DEPENDING UPON ITS CONSEQUENCES

(Here, "behavior" means "something the person does," "strengthened or weakened" means "more or less likely to recur in the future" and "consequences" means "that which results from the occurrence of the behavior."). Thus, if the consequences of a particular behavior are positive for the person behaving, he/she is more likely to repeat that behavior; however, if the consequences are negative, he/she is less likely to repeat that behavior.

Therefore,

Contracting, when applied to the classroom situation, is:

> ARRANGING THE SITUATION SO THAT THE STUDENT DOES SOMETHING THE TEACHER WANTS HIM/HER TO DO (THE TASK) FOLLOWED BY THE STUDENT GETTING TO DO SOMETHING THAT HE/SHE WANTS TO DO (THE REWARD).

In this way, the teacher can increase the future frequency of the behavior which is contracted for.

An example of a classroom contract is: If you finish questions 1-6 on page 42 and get 4 of them correct, then you will receive 10 minutes at the end of the period to read a book of your choice.

How to set up such a contract and make it work are the major topics of this manual.

Rules Which Enable A Contract To Work Effectively

A contract works most efficiently and constructively when certain rules are followed. This section delineates these rules, categorizing them into rules which pertain to reinforcement, rules which pertain to the contract and rules which pertain to the people involved with the contract.

A. Rules Pertaining to Reinforcement

1. The contract must provide for immediate reinforcement; that is, the reward which the student earned by fulfilling his part of the "deal" should be given to him as soon as possible after task completion. Thus, if the contract was "If you finish questions 15-21 on page 32 and get 4 correct, then you can have the last 10 minutes of the period to read a book of your choice in your desk," be sure to give him that reward during that period. (Adherence to this rule is most important when the contract is first established).

2. Initial contracts must call for and reinforce small approximations of the final level of performance required. If the performance requested is too precise or difficult for the student to perform, no amount of reward will help; therefore, start with a small, simple-to-perform approximation to the final performance desired. For instance, an initial contract task might state "do questions 1-3 on page 46 and get 2 of them right" rather than "do all the questions at the end of chapter 3 and get them right."

3. Reinforce frequently with small amounts. Research and experience have shown that it is more effective to give frequent, small reinforcements than a few, larger ones. It is also important to accompany the reward with a social reinforcer (praise, attention, a smile, physical contract, etc.) and to focus comments on the positive accomplishment (not on behaviors which did not occur). Therefore, rather than saying (especially at the beginning of a contract), "If you finish all your work today, you will get half an hour...," say, "If you finish the five questions on page 26 and get 4 of them correct, you

will get 10 minutes... ." Along with this, you might encourage him or her once or twice during the period for consistent work by saying so and accompanying this with a smile.

4. The contract should call for and reward accomplishment rather than obedience. Thus, the contract should read "If you accomplish such and such, you will be rewarded with such and such," rather than "If you do what I tell you to do, I will reward you with such and such." Reward for accomplishment leads to independence; reward for obedience leads to continued dependence on the person to whom the child learns to be obedient. Sometimes, this distinction is not applicable; however, whenever the task set up can be one which helps to teach a skill or enable completion of a task, it should be focused in that way.

5. The contract must reward performance after it occurs. This means that the task behavior (work) must precede the reinforcement (play). In daily life this is often reversed; for instance, "Just one more game of cards (a reinforcing activity), then you've got to do your homework (a task)."

B. Rules Pertaining to the Contract

1. The contract must be equitable. This means that the terms of the contract, on both sides of the agreement ("if you will do X, I will do Y") must be of relatively equal weight. If the contract is to be successful, all parties must feel that they are willing to do their part in order to receive what the other persons are giving. An example of an unfair contract would be "If you are good all day today (whatever that means), you will get to ring the bell."

2. The terms of the contract must be clear. This means that the terms (the task, criterion of success and reward) on both sides of the

agreement must be explicitly and simply stated. An unclear contract would say, "Do a few arithmetic problems and then we will do something more interesting," whereas a clear contract would say, "Do 10 arithmetic problems (task) correctly (criterion of success) and then we will spend 10 minutes of free time in the activity center (reward)."

3. The contract must be positive. A positive contract would state "If you do X, then you may obtain something that is (to you) desirable (reinforcing)," rather than "If you will do X, I will not do Y" (If you behave as I tell you, I will not punish you). A negative contract serves only to suppress a behavior rather than strengthen a desirable one.

4. Contracting as a method must be used systematically and consistently. The law that a behavior is strengthened or weakened depending upon the consequences of that behavior applies all the time in the life of a child and applies to destructive as well as constructive behavior. Certain implications for contracting follow from this law: (a) once the contract has been established, it should be consistently maintained and care should be taken never to reward undesirable acts (e.g., by following such acts with a great deal of attention, such as a lecture), (b) if parents are involved, they should be made aware of how they may be strengthening undesirable behaviors, (c) in order to eliminate undesirable behaviors, the contractor must not only not reinforce those behaviors but also must reinforce, at the same time, a desirable behavior which is incompatible with the undesirable one. Thus, if a teacher wants to eliminate "disruptive" behavior in a class, she will include, along with a clause like "not more than two 'botherings' (which are defined) per period," a clause like "finish the

'work required' (which is defined) during the period." (It is assumed here that doing the work is incompatible with the disruptive behavior). With both aspects of the student's behavior (what the teacher doesn't want the student doing and also what the teacher does want the student doing) incorporated into the contract, the teacher can focus on and reinforce the positive behavior. When more praise, attention, tangible rewards, etc. are being given for the positive behavior than for the negative behavior, the former will increase in frequency and the latter will decrease in frequency. In this way, both academic and prosocial behaviors can be increased.

5. The contract should include a criterion of quality as well as quantity when this is possible. Thus, in addition to stating that the task is to "finish the seven math questions on page 42," the contractor needs to add "and get at least five of them right."

6. The contract must be at a level at which it can be mastered. In other words, don't set the task difficulty at a level which the student can't attain; no amount of reward will enable a student to perform a task which is too difficult for him. Rather than saying "You be perfectly good today and then ...," say, "If you finish questions 1-5 on page 32 and get 3 right, then... ." In this way, you will be relating the task to his present level of performance (providing that he has correctly finished such questions in the past). In determining mastery level, it must be kept in mind that: (a) the task should not be so difficult that it is defeating, (b) the task should not be so easy that it is boring, and (c) the task should not be so large that a great deal of time is required for its completion.

C. Rules Pertaining to the People Involved in the Contract

1. The student must be involved in the contracting process (to the extent that his age will permit). All the parties to whom a contract relates must be satisfied with what they are getting out of it. If the student is not involved, no one will know if the reward is really reinforcing. (There can often be a discrepancy between what others think is rewarding and what the student himself thinks is rewarding).

2. The contract must be open for renegotiation. This rule enables the contract to remain relevant to the people involved even as they change and the situation becomes different. It also enables the contract to remain fair, since an initially fair contract may not always remain so.

HOW TO PREPARE TO INITIATE A BEHAVIORAL CONTRACT

Although the preparation for initiating a contract can vary from situation to situation, there are a few essential issues to be considered and a few essential steps to be followed. This sequence of issues and steps will now be considered.

Step 1: Teacher Attitude

Of all the factors which will contribute to the success or failure of your intervention with this technique, your attitude will be one of the most important. Contracting is a democratic technique which is designed to add to the student's positive experiences rather than a coercive technique designed to suppress the student. When contracting is positively applied, the student will learn to negotiate, to practice reciprocity and to cooperate to reach mutually agreed-upon goals. Negative behaviors will be lessened because they are being replaced by

positive behaviors, not because they are being suppressed. This implies that you, as the teacher involved, are to see yourself as "on the student's side" helping him with a problem, rather than "against the student" striving to get him to behave in a prescribed way. (This is not easy to do, especially if a power struggle has already been going on). Thus, it is important for you to know how the student feels and to be sensitive to his needs and desires. During negotiations, each person involved is to be seen as an equal (in the sense of being necessary to the successful working of the program) and as someone who can contribute. If you can genuinely demonstrate that you are on the student's side (and it will have to be genuine for your non-verbal messages to be matching your verbal ones), you will have gone a long way to enlist the student's cooperation. (Practical techniques to help with this "enlistment" can be found in Gordon's book Teacher Effectiveness Training). Contracts can be misused in various ways (each misuse revealing an incorrect attitude); these misuses are set forward in Appendix A.

Step 2: How To Choose A Student

A student with a motivational or behavioral difficulty will manifest it within one or more of the categories outlined on the "Identification of a Behavioral or Motivational Difficulty" checklist (see Appendix B). By following the instructions in this checklist, you will be able to choose a student and an area to develop a contract in.

If you have not used this strategy previously, it is advisable to choose only one student.

Step 3: How To Focus On The Problem

Once the student has been selected, the problem that you want to work with him/her on must be set in sharper focus. In order to do this, it must be defined in behavioral terms. Such labels as "hyperactive," "unmotivated," or "disruptive" are not helpful in telling exactly what the student is doing (which must be known before the contract can be made to focus on an incompatible behavior). The statement "Johnny does not do well in Math" is changed to a behavioral description by saying "Johnny had an assignment--to work for 5 minutes on Math--and he got up and started wandering around after 2 minutes." Specific questions that you, through your observations, should be able to answer would include: (a) what actual behavior constitutes the problem? (b) how often do these behaviors occur? (e.g., per period) (c) what are the consequences that the behavior brings about? (e.g., what do other students do? what do you do?).

In order to facilitate the pinpointing of the problem, the "Problem Specification" checklist has been included in Appendix C.

Step 4: How To Take Baseline Data

Now that the problem has been defined so that you (or someone else) can count it whenever it occurs, it is time to take baseline data. Baseline data are gathered by counting the frequency of occurrence of the problem behavior while doing nothing different from what you have been doing. Taking baseline data is important for the following reasons:

(1) It gives you objective information on how much of a problem a particular behavior is.

(2) It gives you information about patterns that a particular behavior follows.

(3) It gives you an objective standard from which you can say that the contracting intervention (to be implemented later) is (or is not) changing the rate of the behavior.

The baseline data are collected by simply counting the occurrences of the behavior without the student knowing that it is being counted or without you making any changes in your response to that behavior. In this way, you will get an unbiased estimate of how often the problem behavior normally occurs. (This "counting without intervention" should occur at least 2 periods a day for at least a week and should cease when the contract is "initiated." The amount of baseline data appropriate, however, differs from situation to situation depending on the target behavior). When you have taken the baseline data, you will have objective information to build your contract on.

The "Daily Report Card" can be adapted to the gathering of different types of baseline data. For instance, if baseline data are being collected on the "out of seat" behavior of a student (an occurrence of such behavior being defined as when the student leaves his desk without obtaining permission), it can be shown for each period of the day in the following way:

Daily Report Card

Name _____ Date _____

~~Tasks~~

Baseline data on "out of seat" behavior which is defined as "leaving desk (an arms length away) without obtaining permission."

Period (time)	Teacher's signature and comments
1. **** 4 - Math	
2. ** 2 - Language Arts	
3. * 1 - Spelling	
4. (not appropriate) - Phys. Ed.	
5. *** 3 - Social	
6. *** 3 - Social	
7. (not appropriate) - Science	

Also, if baseline data are being collected on "assignment completion" behavior (which is defined in a behavioral way), it can be indicated by a signature for those periods where the assignment was completed.

Daily Report Card

Name _____ Date _____

~~Tasks~~

Baseline data on "assignment completion" behavior. This behavior being defined as "finishing the assignment that is specified to Joe at the beginning of the period and written in report card for the appropriate period."

Period (time)	Teacher's signature and comments
1. Math - Q. 1-5, p. 42	
2. Reading - finish book report	
3. Science - measure growth of plants & record in book	M.R. Teacher
4. Social - complete questions 1-5, 6, 8, p. 47 (on Chp. 3)	
5. Health - complete safety poster	M.R. Teacher
6. Phys. Ed. - (not appropriate)	
7.	

Although you can take these data yourself, it is easier if you can get someone to collect data for you. If you are able to enlist the help of a counselor, teacher aid, secretary or friend, it would be to your advantage.

Blank copies of these "pre-contract" Daily Report Cards are contained in Appendix D.

Step 5: How To Use Materials

Once the baseline data have been collected, it is time to develop a contract with the student. The materials needed for this intervention will be displayed here, followed by explanations of how to utilize them.

A. The Contract Format

Contract for _____ Starting date _____

Responsibilities (include criterion of success)	Privileges (Reward)
1. Stay in desk unless you have permission to move.	1. Free time to play floor hockey.
2. Not more than ____ botherings (a bothering being defined as talking without permission, talking loudly enough to disturb one other person.	2. Help Mr. L. with class jobs.
3. Complete assignment.	3. Free time to build model.
4. Complete assignment and get ____% correct.	4. Accumulate good days to go to an Oilers game.

Goals: 1. Increase in academic performance (e.g., number of completed assignments per day).

2. Decrease in unproductive behavior in school (e.g., number of "botherings" per period).

3. Increase in constructive, independent work (e.g., decrease in number of "wanderings" per period).

Conditions:

(Sanction) (X-3) or less out of (X) Signatures = (1) Stay in for 1/2 hour after school to do work

(2) No free time

(Bonus) (X-2) out of (X) signatures = 15 minutes free time
(X-1) out of (X) signatures = 20 minutes free time
(X) out of (X) signatures = (1) 25 minutes free time

(2) guaranteed floor hockey

10 days of (X-2) or more Task Completion = Oilers hockey game (this reward to be dispensed by parents on receipt of "Certificate of Excellence" from Mr. L).

Date Signed _____

Signatures: _____ (Student)

_____ (Teacher)

_____ (Parents)

This contract will be renegotiated on _____.

The preceding Contract Format outlines the parts of a behavioral contract. Once the tasks have been specified, the rewards chosen, the goals selected, the conditions outlined, and everyone involved is in agreement with what has been negotiated (to the point where they sign), this information is systematized on the Contract Format. How each of these components is obtained will be outlined in succeeding steps. (Appendix E contains a blank Contract Format for the contractor's use; Appendix F contains examples of completed contracts of different kinds).

B. The Daily Report Card

Name: _____ Date _____

Tasks

1. Stay in desk unless you have permission to move
2. Not more than ___ bothering(s) (a bothering being defined as talking without permission, talking loudly enough to disturb one other person).
3. Complete assignment.
4. Complete assignment and get ___% right.

Period (time)	Teacher's Signature and comments
Reading (1) (2)	
Lang/Rdg. (1) (2) (3) good!	
Spelling (1) (3) good!	
Math - continue working on program (1) (2)	
Social (1) (2) (3)	
P.E. (2)	

When the contract has been worked out, the contract intervention begins. A post-contract Daily Report Card (one with the tasks written in--see preceding figure) is given to the student each morning. How that Report Card is used throughout the day is outlined by the following sequence of steps:

1. Teacher gives student the post-contract Daily Report Card before the beginning of the first period. (Initially, the teacher explains to the student what he/she is to do during the day). At this time, the teacher specifies the subject that will be taken during the first period and the tasks that the student is to accomplish for that period. The tasks are indicated by their numbers. (Thus, in the preceding Daily Report Card, "Reading" was the subject to be taken during the first period and tasks (1) and (2)--which are specified above--are to be accomplished during that period). This subject and task specification is repeated at the beginning of each period throughout the day.

2. At or near the end of the period, the student brings his "Report Card" to the teacher (along with assignment, etc. if that is required) and the teacher signs his/her signature if the task(s) has been accomplished. (Thus, in the preceding Daily Report Card, the tasks were accomplished and the teacher gave his initials--D.L.). If the task(s) have not been accomplished, then the teacher doesn't sign the Report Card. (For many of the tasks, the teacher will decide during the period that they weren't accomplished; for instance, "out of seat" behavior. At the end of such a period, the teacher explains <u>specifically</u> why the signature is not being given. This feedback helps the student to be aware of what he should not be doing). This giving or withholding of the signature is repeated at or near the end of each period

throughout the day.

3. The quantity and/or quality of the reward given is proportional to and dependent upon the number of signatures earned during the day (see Contract Format). The dispensing of rewards is flexible; it can occur as soon as one signature has been earned or after a week of good days. Usually, it is given after all the possible signatures for a day have been earned. It is important for the teacher to give the reward according to the contract. (In order to make the reward dispensing clear to both teacher and student, the who, what, when, where, and how of the reward should be specified between the two of them before the contract goes into operation).

4. The completed Report Card is handed in by the student at the end of the day.

5. The teacher fills in the Contract Monitoring Sheet in order to chart the progress of the contract. Appendix G contains, for the contractor's use, blank copies of the post-contract Daily Report Card.

Step 6: How To Prepare The Contract Format For The Initial Meeting

Four areas of the Contract Format require preparation prior to initiating the contract--choosing the tasks, choosing the rewards, choosing the goals, and choosing the conditions.

A. Choosing The Tasks

Tasks (or responsibilities) are what the student is to accomplish. They are usually stated in terms of things the teacher wants the student doing that he/she isn't doing now or things the teacher does not want

the student doing that he/she is doing now. The purposes of tasks are (1) to alleviate the specified problem (as defined by the "Problem Specification" checklist), and (2) to increase behaviors which are necessary to the student's academic and/or social progress. Tasks have the following characteristics:

1. They should be specified in terms of observable behaviors or in terms of observable products of behaviors. This allows us to look at the student or his work and say, without a doubt, "Yes, the task is being (or is) completed," or, "No, the task is not being (or is not) completed." So, a statement like "learn math" could be more clearly stated as "complete the written math problems on page 73."

2. When appropriate they should involve a criterion of success (which tells how well the task is to be done). In the stated task "do all the math problems on page 56 and get 70% correct," the underlined portion is the criterion of success. Criteria can be stated in various ways--in terms of the amount of time spent on the task or in terms of the success level required.

3. They should be small enough to enable reinforcement to occur often.

4. They should be intermediate steps toward the attainment of goal behaviors.

5. They should be within the ability level of the student; not so easy that they are boring or so difficult that they are defeating.

When the problem involves the deceleration of a problem behavior, the tasks specified should include a positive one which is incompatible with the problem behavior as well as a negative one which calls for a

reduction of such behavior. Thus, if the problem behavior is that of "wandering" (i.e., leaving seat without permission), the tasks specified would include both limiting such wanderings (e.g., "not more than ___ 'wanderings' per period") and providing an incompatible behavior (e.g., "complete questions 1-5 on page 42 and get 4 correct"). When the problem involves the acceleration of a behavior, the task should be an achievable component of that behavior--this component is positively reinforced as soon as possible after it is performed. Thus, if the problem behavior is "withdrawal" behavior (defined as no interaction with teacher or other students) and the behavior to be accelerated is that which involves the interaction between this student and the teacher, then the task (which could be specified on the Daily Report Card) could be "report to me at least 1 time(s) this period and tell me your progress; ask any questions if you have any." Immediate reinforcement for the performance of this task can come in the form of praise and a signature on the Report Card for that period.

With the above purposes and characteristics in mind, as well as the specified problem, the teacher outlines a task (or tasks) which will be brought up and negotiated at the initial meeting.

B. Choosing The Rewards

Rewards or reinforcements are what the student receives as a consequence of task completion to the criterion of success (i.e., the standard that defines successful completion). The purpose of a reward is to provide the student with positive feedback for his task completion behavior so that it will occur more frequently in the future. Rewards have the following characteristics:

1. They should be clear and explicit.

2. They should be truly reinforcing to the student.

3. They should be feasible in the specified situation and to everyone concerned. (They are also to be agreed upon by everyone concerned).

4. The who, what, when, where, and how of the reward delivery should be specified.

5. They can change with negotiation.

6. They should be dispensed in accordance with the rules pertaining to reinforcement.

7. They can be flexibly dispensed in terms of time and place. For instance, they can be dispensed at the student's desk (e.g., free time to read a book), at a special area in the classroom (e.g., free time to play a game with another student), at the appropriate place in the school at various times (e.g., free time to play floor hockey in the gym), and at home, via a "Certificate of Excellence" (see Appendix H) from the teacher (e.g., a good day, defined by obtaining a certain number of signatures out of total periods during the day, results in the student being able to choose his three favorite T.V. programs that evening). For different types of rewards, which are effective in the classroom situation, see Appendix I, Types of Rewards to Improve Behavior.

In order to insure that the rewards chosen will be reinforcing to the student involved, the Reinforcement Inventory (Appendix J) must be filled out. This inventory can be filled out with the student, by the student, or by the student (with his parent's help) at home. Other ways of obtaining information about what this student will work for are: (1) observing what he expresses an interest in or what he does in his

spare time; (2) asking his parents what events, privileges, foods, etc. he enjoys; and (3) asking the student himself what he would enjoy working for.

In order to make use of the information collected via the inventory, teacher observations, and input from those involved, a reward "menu" is developed. A reward menu, as the name implies, is a list of possible rewards compiled to fit the situation. The criteria for specific rewards being put on this list are: (1) they are rewards that the student enjoys; (2) they are rewards that it is possible to give--taking into account the situation; and (3) they are rewards which are acceptable to all "significant others." When this menu has been developed, the teacher is ready to set these rewards (and others) forward at the initial meeting. During that meeting, this menu can be negotiated until it is suitable to everyone.

C. Choosing The Goals

Goals are those ends toward which the contract is directed. The purpose of goals is to provide a long-term focus and direction for the contracting process. The primary characteristic of goals is that they are to be stated in behavioral terms (so that you can objectively evaluate whether or not they have been reached). The teacher develops one or more goals which will serve as a target for the contracting process (when it is initiated). The goals chosen will differ for every student worked with.

D. Choosing The Conditions

The contract conditions specify how much reward will be received

in exchange for how much task completion. The contract conditions include a sanction (which is a logical or natural consequence for non-task completion) and a bonus (which is an extra reward given as a consequence of a high level of task completion). The purpose of contract conditions is to make explicit the terms of the contract. The characteristics of contract conditions are:

1. They should be clear, positive and fair.
2. They should include a sanction for the purpose of discouraging low task completion.
3. They should include a bonus for the purpose of encouraging high task completion.

As with the previous areas of the Contract Format, the teacher tentatively specifies contract conditions which are fair and feasible. The sanction is a logical or natural consequence of the student breaking his part of the contract and can be modified to fit the situation. A sanction is not an end in itself, but rather a means to help the student toward high task achievement. (Thus, if a student starts out and continues to accomplish the tasks of the contract, the sanction would never be used). The bonus is an additional way to reinforce high quality task completion. It is often dispensed by the parents and paid for by them. (See the Contract Format for the use of a sanction and a bonus). As with the tasks and the rewards, the contract conditions are negotiated until everyone is in agreement with them.

HOW TO INITIATE A BEHAVIORAL CONTRACT

It is at this place that the rules for contracting are put into practice. This section is arranged under three headings--arranging

for an initial meeting, at the initial meeting, and after the initial meeting.

A. Arranging For An Initial Meeting

The arrangements for an initial meeting consist of deciding who will be involved (usually, those who will continue to be involved in a direct way), when the meeting will occur (at a time convenient to everyone), and where the meeting will occur (at a comfortable place where the structure promotes discussion and equality). Those necessarily involved in the meeting will be the student and his teacher. In most cases, there are also other people involved; they could include the student's parents (who can be involved by dispensing rewards for successful task completion), a school counselor (who can be a resource person for the teacher, the person who takes baseline data, and/or a person who dispenses rewards to the student), or a school principal (who could act as a resource person or a dispenser of rewards). If the student's parents are not directly involved, it is important to contact them by phone and let them know that (1) a program is being set up to help their child in school, (2) the program consists of..., and (3) they can obtain more information by calling... .

B. At The Initial Meeting

Since contracting is a democratic process, it is initiated in a "round table" discussion where those affected by the existing situation get together to participate. After everyone has been helped to feel comfortable (by coffee, by letting the student know that this is not an "ultimatium" meeting, by introductions, etc.), the teacher starts

by providing (in his/her personal style) information which will answer the following questions:

(1) Why are we here?

- "to help (student's name) with (specified problem behavior)."
- "to help (student's name) to (specified positive goal)."

(2) What is contracting?

- "It's a method by which all of us make a deal that we all agree to. This deal is one where (student's name) will accomplish a task that he/she and (teacher's name) agree on, and when he/she does, he/she will receive a reward which you both also agree on."

(3) How will it work in this case?

- "We will decide on a task for (student's name) to accomplish, rewards for (student's name) to receive and then set up a contract which will enable him/her to earn different amounts of reward, depending on how many tasks he/she accomplishes."
- "When we work out this contract, we'll have everyone sign it (which means that you agree to it) and then we'll keep track, every day, of how many tasks (student's name) has accomplished. We will do this by using what is called a "Daily Report Card." (Briefly show and explain post-contract use of the Daily Report Card).

After this introduction, the group focuses on finalizing the task(s). At this time, the teacher (drawing on his/her previous preparation) outlines the problem behavior (in behavioral and non-judgmental terms) and suggests a task (or tasks) which would alleviate the problem and help the student to better achievement. It is important to focus on the positive and relate the task to the student's behavior in such a way that he is aware of the purpose of the contract. It is important, at this time, to be sure that (1) everyone understands the task(s), (2) everyone has a chance to give suggestions, and (3) everyone agrees to the final task(s) chosen. (Discussion continues until these goals are attained).

After this issue has been settled, the group focuses on finalizing the rewards. At this time, the teacher asks the student a question like, "If you had some free time to do anything you wanted around the school, what would you do?" His answers are recorded and further possibilities are elicited from him by reading the (previously-prepared) reward menu and giving personal suggestions. (The teacher's idea of what constitutes a reinforcer can be broadened by a reading of Appendix I--Reinforcers Teachers May Use). When a number of possibilities have been generated, the student is asked to rank-order them in terms of preference and everyone discusses whether or not they are feasible given the limitations of the situation and conscience. When agreement is reached concerning their feasibility, the four highest ranking, feasible rewards are chosen. At this time, it is mentioned that the student will choose from among these rewards daily (as a consequence of task completion) until the contract is renegotiated (at which time they can be changed).

After the rewards have been finalized, the group proceeds to finalize the contract conditions. The teacher (drawing on previous preparation) explains what a contract condition is and suggests possible conditions for the contract. The group discusses the issue and arrives at mutual agreement upon the conditions, including a sanction (what will happen if the tasks aren't accomplished) and a bonus (what will happen if the tasks are very well accomplished). The teacher then demonstrates how this works by briefly going through "a day in the life of a post-contract Daily Report Card," touching on such issues as what the student is to do with the card, what each signature earned

means, and how to get a bonus (usually, a certain number of days of "good" task accomplishment--defined by obtaining a certain number of signatures out of all the signatures possible in a day--will result in a bonus).

When the conditions have been finalized, the group decides on a renegotiation date. It is important for the teacher to explain why contracts need renegotiation; some reasons are: (1) situations change and an originally fair contract may not always remain so; (2) there may have been loopholes in the original contract; and (3) one party may become dissatisfied. A time and date, about two weeks in the future, that is free for everyone is chosen. The option of not attending that meeting is given to parties other than the teacher and the student. Those taking that option (if there are any) are asked to phone around that date to express their satisfaction with the contract (if they are not satisfied, they are encouraged to attend). It is helpful to make the provision that minor changes in the contract can be made by the teacher and the student before the renegotiation meeting.

When these issues have been dealt with, the teacher asks, "Is there anything that anyone wants to ask about or get clear?" This gives everyone a last chance to raise questions, issues, or concerns. When these have been dealt with, all that remains is for the involved parties to sign the contract (as an expression of their satisfaction with it).

If meeting time is limited, go only as far as deciding contract conditions. Then, after the meeting, the teacher chooses a tentative

renegotiation date, has the contract typed out and sends copies to the involved parties with instructions to look it over and jot down any questions. After they have had a day or two to peruse the contract, the teacher phones the involved parties and explains the contract, answers questions, sets a renegotiation date, and when they are satisfied, signs their name (by proxy).

C. After The Initial Meeting

After the initial meeting has concluded, there are a series of steps to take in order to help the contract proceed smoothly.

1. Write up the contract. This step consists of arranging in concrete, written form (on a Contract Format), the decisions made at the initial meeting. If this was done during the meeting, this step can be eliminated. A completed contract must include the following items:

(a) Date contract begins and is renegotiated.

(b) Behaviors targeted for change (tasks).

(c) Rewards or reinforcers to be used.

(d) Schedule of reinforcer's delivery (contract conditions).

(e) Bonus clause for sustained or exceptional performance.

(f) Sanctions that will be imposed if the specified behavior is not performed.

(g) Signatures of all those involved.

A completed contract can be put into operation immediately.

2. Stop taking baseline data. After the initial meeting, the contracting intervention will be ready to begin. At this time, the taking of baseline data is discontinued. After the contract has been

in operation for awhile, the performance of the student is compared to his performance before the contract began (by comparing pre-contract and post-contract Daily Report Cards) in order to ascertain progress.

3. Start the post-contract use of the Daily Report Card. Although the student will be somewhat familiar with the Daily Report Card already (as a result of the initial meeting), it is beneficial to explain to him, on the first morning of use, what he is to do with the Daily Report Card during the day. The following points outline his responsibilities:

(a) Obtain Report Card before first class in the morning.

(b) Take it to the teacher at the beginning of each period (to get task specified).

(c) Carry out specified tasks during each period.

(d) Take to teacher (along with work, etc. when appropriate) at the end of each period in order to get signature.

(e) Leave with teacher at the end of the last class.

The teacher uses the post-contract Daily Report Card by following the previously outlined sequence of steps.

4. Explain the daily operation of the reward. Two issues, concerning rewards, need to be decided daily between the teacher and the student (usually, these decisions are made before his first class in the morning when the student comes to obtain his Daily Report Card). These issues are: (a) what reward the student will be working for that day, and (b) when, where, and how the reward will be given that day. In relation to the first issue, the usual procedure is for the teacher to ask the student what he would like to work for and the student

to respond by choosing from among the rewards specified on the Contract Format. Once this decision is made, the second issue is dealt with. Usually, the teacher responds to the student's decision by giving information to the student which specifies when, where, and how this reward is given. (Often the question of duration of free time to enjoy the reward is determined by the number of signatures earned, although different contracts contain different conditions).

5. Record contract progress.. When the Daily Report Card is completed for the day and handed in, the information it contains is transferred to the Contract Monitoring Sheet, as seen below:

	Mon Feb 10	Tues Feb 11
(1) Signatures earned	5/6	2/6
(2) Reward earned	20 min. free time	none
(3) Reward dispensed	3:10-3:30 (making a model)	-
(4) Bonus	1 day toward Oiler's game	-
(5) Sanctions	-	3:30-4:00 doing home-work

The reasons for this being done include (a) keeping the information together, (b) charting progress, and (c) comparing with baseline data. This sheet (or a chart containing the same information) can also be used as a vehicle for giving the student positive feedback for progress. This is accomplished when the student fills it in, when the teacher comments on progress, or when a "Certificate of Excellence" is sent home as a consequence of a good day.

Appendix K contains a blank Contract Monitoring Sheet for the contractor's use.

HOW TO MAINTAIN A BEHAVIORAL CONTRACT

Once the contract has been established, the focus becomes one of maintaining that contract in such a way that the desired goal behaviors continue to be attained. There are four strategies that a contractor can adopt in order to successfully maintain a contract: following behavior management principles, being flexible, being sensitive to symptoms, and having a procedure for dealing with problems.

A. Following Behavior Management Principles

1. Make explicit what is expected of the student for each period. This is done when the tasks, which are specified on the post-contract Daily Report Card, are explicitly and behaviorally stated.

2. Ignore (when possible) in-class behaviors which interfere with learning or teaching. Such behaviors should become target behaviors which get dealt with by the development of new tasks and the incorporation of these tasks into the contract at (or before) the next renegotiation meeting. If such behaviors persist, they will be dealt with by the sanction of the contract.

3. Give positive feedback (in a form relevant to the student) for in-class behaviors which facilitate learning or teaching. A behavior contract is an ideal technique for allowing the teacher to give positive feedback to the student; each opportunity that it provides for such feedback should be used (as long as satiation does not occur).

4. Reinforce behaviors that are incompatible with undesirable

behaviors. This is most effectively done by including such incompatible behaviors among the contract tasks.

B. Being Flexible

Flexibility characterizes the successful contract maintainer. He does not hesitate to modify the contract (quickly and repeatedly, if necessary) in order to keep it relevant to a changing student and environment. Flexibility implies being open to and utilizing feedback. A teacher's most important source of feedback is the student. If a teacher elicits and listens to such feedback, it will help to (a) involve the student, (b) give insight about what will work for the student, (c) produce openness and help develop student-teacher relationship, and (d) give a new perspective on what will work in this specific case. If a student expresses dissatisfaction (or shows it behaviorally), work with him on the difficulty (possibly via a problem-solving approach). Such an approach is totally consistent with the goals of behavior contracting as set forward in this manual.

C. Being Sensitive To Symptoms

Although already implied, the strategy deserves separate treatment because it provides an "early warning system" against contract breakdown. In order to utilize this strategy effectively, the "Contract Malfunction Symptom" checklist was developed (see Appendix L). This checklist is filled out weekly on the ongoing contract for the purpose of detecting symptoms. If there are no symptoms, there is assurance that the contract is working effectively; if there are symptoms, something must be done about it.

D. Having A Procedure For Dealing With Problems

When a problem (in the form of a symptom or otherwise) occurs, it is important to be able to specify the reason(s) for the problem, the steps taken to alleviate the problem, and the resultant change(s) in the ongoing contract. To facilitate doing this, the "Contract Maintenance" checklist was developed (see Appendix M). The procedure incorporated into this checklist is applied to the contract whenever problems occur at this stage of the contracting process.

HOW TO TERMINATE A BEHAVIORAL CONTRACT

There are five tactics which, if used progressively over a period of time, help to successfully fade out and terminate an ongoing contract. It is also important to have a termination meeting after the tactics have been in operation.

A. Termination Tactics

These tactics begin to be employed after the contract has produced three consecutive weeks of high level task completion.

1. The student becomes increasingly responsible for task specification (for the specific periods during which the contract applies). The teacher facilitates student responsibility in this area by asking questions like:

   (a) Which of the tasks on your daily report do you think are appropriate for this period?

   (b) What tasks do you want to finish by the end of this period?

   (c) What changes (additions, subtractions, etc.) would you like to see in the tasks you are working to accomplish?

2. The student increasingly works for longer term rewards. The teacher can facilitate this by:

   (a) Decreasing the number of reward period given per day or week (e.g., instead of dispensing a reward 3 times a day, dispense it 2 times a day).

   (b) Increasing the size of the reward given (e.g., instead of giving 2 fifteen-minute periods of free time per day, give 1 period of 30 minutes per day).

   (c) Increasing parental involvement of dispensing rewards at home (e.g., instead of one period of 30 minutes of free time as a reward for a day containing four periods of successful task completion, change to giving a family picnic--to be dispensed on the weekend--as a result of obtaining three "Certificates of Excellence" during the week [a Certificate of Excellence is earned for a day which contains four periods of successful task completion]).

3. The contract between the student and the teacher becomes increasingly informal. The teacher can facilitate this by:

   (a) Increasingly making verbal contracts with the student (e.g., instead of task specification on the Daily Report Card, the teacher can say, "Joe, if you finish the assigned work this period," or "if you work steadily on the assigned work for this period, you will receive fifteen minutes of free time starting at 3:15.").

4. The contract between the student and the teacher applies to

fewer and fewer periods during the school day. The teacher can facilitate this by:

(a) Eliminating periods where there is acceptable task accomplishment. This could mean the elimination of periods where the accomplishment has always been acceptable or where there has been a change to acceptable levels that has maintained itself for three consecutive weeks (e.g., "Jane, we'll only be using the contract today during periods 1, 3, and 4. This is because your work during the other periods has been really good. Pretty soon, you'll be doing the work when you and I only discuss what to do.").

5. The teacher increasingly relates successful task completion to "natural" reinforcers. The teacher can do this by:

(a) Giving positive feedback for successful task completion (e.g., "I really liked the way you worked on your project this period.").

(b) Relating successful task completion to grades (e.g., "You get 90% on that assignment--great!").

(c) Relating his work to that of the class as a whole (e.g., "I really appreciated the way that all of you helped to clean up.").

After the teacher has attempted to apply these tactics for five days, a check is made to see if, in fact, they have been applied. The "Contract Termination" checklist was developed for this purpose (see Appendix N). If the fading procedures are being progressively imple-

mented (as assessed by the "Contract Termination" checklist) and if there is no reversion to pre-contract behaviors (as assessed by the post-contract Daily Report Cards), the time will come when it is appropriate for the teacher to call a termination meeting. (Some contracts, however, continue until a "natural" break, such as the end of a school year).

B. Termination Meeting

At the termination meeting (consisting of the teacher and the student), the teacher covers the following topics:

1. Praise for progress on task completion (e.g., "I really appreciate how you have... .").

2. Belief that progress can continue without the contract.(e.g., "I think you can continue to improve from now on without using the Daily Report Card... .").

3. Asking the student what he wants to do (e.g., "Do you want to stay on the contract or not?" or "Do you want me to work out a deal with your folks whereby you can continue to get 'Certificates of Excellence' which you can 'cash in' on a weekend activity even after the Daily Report Cards are finished?").

If, while the contract is being faded out, there is a reversion to pre-contract behavior, the following strategy is adopted:

1. Go back to a more structured situation (analagous to the contract maintenance stage of the contracting process).

2. Employ the fading techniques more slowly.

3. Focus on employing "non-contract" ways of student getting positive reinforcement for successful task completions.

4. Ask the student what is going on and what he wants.

There are great individual differences in how fast a contract can be faded out. Some of the factors that bring about these differences are the nature of the tasks, the participation of the home, the nature of the school situation, and the ingenuity of the teacher.

If, at the termination meeting, the student chooses to continue with the contract, it may be feasible for the teacher to set one up that requires a minimum of time and effort. For instance, giving a "Certificate of Excellence" per day (as a consequence of the student accomplishing informally specified tasks) which brings about a reward at home, would pose no hardship.

"If a child is exposed to behavior contracting, will he want to be 'paid' for everything he does from now on?" We all work for "payment" of one form or another. It would seem to me to be of real importance to be sure that the student is receiving more "payment" for successful task completion than he is for unacceptable task completion.

APPENDIX A

MISUSES OF CONTRACTING

Behavior contracting, like any other technique (or technology as a whole), can be used constructively or it can be misused. Although other practitioners may disagree with me, I feel that the following points represent ways that contracting can be misused. The purpose of this Appendix is to make you (as a practitioner) aware of these misuses so that you can avoid them in your practice of this technique.

I. CONTRACTING IS COVERT PUNISHMENT

(Contracting has been seen as a manipulative technique for "controlling bad kids," as something which can be used to "whip them into line").

It is true that contracting can increase the number of socially acceptable behaviors that a child displays; however, this change is only a byproduct of a "deal" which is acceptable to both the teacher and the student and which is positive to all the parties involved. You can insure that a contract is positive to a student by following rule 3 (of those pertaining to the contract)--be sure you are adding something positive to the student's experience rather than threatening to take something, which he already has, away.

To put it another way, a contract does not suppress "bad" behavior but sets up a system whereby the child receives more "strokes" for positive behavior. Thus, the frequency of the positive behavior increases and, since it is incompatible with the negative behavior, the latter decreases.

II. CONTRACTING IS BRIBERY

(Contracting has been seen as a technique which bribes the child to do something and so leads to the child doing nothing unless he "gets

paid for it").

This is a widespread criticism of contracting; in order to answer this, the following points must be kept in mind. First, "bribery" is defined as paying someone to do something illegal. Setting up a situation so that a child gets more payoff for good behavior than for bad behavior is neither illegal, immoral nor fattening. Second, if we see contracting as bribery, then we are all taking bribes. For example, the school system is "bribing" you to work for a month with the payoff being your cheque. Third, the "law of behavior" (that a behavior is strengthened or weakened depending on its consequence) goes on all the time and your reactions are <u>always</u> strengthening or weakening particular behaviors of your students. (If you strengthen a behavior, it is more likely to occur in the future; if you weaken a behavior, it is less likely to occur in the future). For instance, if you pay attention to a behavior, you strengthen it; if you ignore a behavior, you weaken it. Since this is the case, your choice is not whether or not you are going to "reward" behaviors, but <u>which</u> behaviors you are going to reward. Fourth, the goal of internalizing the control within the student is against the idea of "bribery" (which is a kind of manipulation).

III. CONTRACTING MUST WORK RIGHT NOW

(Contracting has been seen as a technique which will bring about a large change in the situation in a short time).

It must be kept in mind that, although contracting can have dramatic results, it is not a miracle cure. Sometimes it works quickly and well, sometimes it doesn't. Therefore, if it isn't having any immediate

effect, that doesn't necessarily mean that the contract will not work (it might mean that the child is testing out the contract to see if you will stick to your part of the agreement). As with any other approach, this one must be given a fair amount of time in order to bring about change (at least two weeks of consistent application and appropriate renegotiations).

IV YOU (AS HIS TEACHER) ARE "AGAINST" THE STUDENT

(Some teachers have seen their role in contracting as that of "prison guard," with the child being the prisoner and the contract being the prison rules).

I have tried to set up contracting as a democratic technique which is designed to add to the student's positive experiences rather than a coercive technique designed to suppress the student. Thus, as his teacher, you are to see yourself as "on the student's side," helping him with a problem rather than "against the student," striving to get him to behave in a prescribed way. (This is an attitude which is not easy to attain if there has been a power struggle going on). One way for you to demonstrate that you are on the student's side is to follow rule 1 (of those pertaining to the contract). In similar situations, something that I have found helpful is to separate the child (who is valuable in and of himself) from his behavior (which may be unacceptable to you). By doing this, I have found it possible to develop a positive attitude toward the student (which he will feel and respond to) in spite of the way that he may be acting.

V CONTRACTING DOES NOT INVOLVE THE STUDENT

(Some teachers have seen contracting as a way of laying on the

student all the things that they want to see changed; the student is seen as the one who passively accepts and follows the rules).

This misuse is a common one, especially where people are pressed for time or where a power struggle exists between the involved parties. A contract that is agreeable to everyone involved (a contract will not work well unless this is the case) must involve everyone while it is being drawn up. This interaction is also essential to the renegotiation stage of the contract. Both parties must be involved because one person can never speak for another in the sense of knowing what the other person needs or wants. In a contract situation, each person is to be seen as "equal" (in the sense of being necessary to the successful working of the contract) and both parties must be willing to change behaviors to meet contract conditions. It is my conviction that, if contracting is carried out in the above way, it will be a positive learning experience for everyone involved.

VI CONTRACTING IS A LONG-TERM TECHNIQUE

(Some teachers have seen contracting as a method that can be permanently instituted).

Contracting will work quickly in some situations and slowly in others. A purpose, however, to be kept in mind is that, as the situation changes and the natural reinforcers take over, the contract should be faded out.

VII CONTRACTING IS A PANACEA

(Some people see contracting as appropriate for all situations).

This technique, like any other, is beneficial in some situations and not in others. It is most appropriate when:

a) the problem can be relatively well-defined

b) the problem can be broken down into "isolatable" issues

c) those involved can (or can be persuaded to) focus on the problem rather than getting their own way (and thus will fulfill their part of the bargain).

A P P E N D I X B

IDENTIFICATION OF A BEHAVIORAL OR MOTIVATIONAL DIFFICULTY CHECKLIST

"IDENTIFICATION OF A BEHAVIORAL OR MOTIVATIONAL DIFFICULTY"

CHECKLIST

Instructions:

Thinking of a particular student (who is _____) check "yes" if the particular behaviors that follow are characteristic of him or her and "no" if the behaviors that follow are not characteristic of him/her. (Do a checklist for each student you think does have a behavioral or motivational difficulty).

		YES	NO
1.	He/she has inappropriate gross motor behaviors	/_/	/_/
	- gets out of seat without permission	/_/	/_/
	- stands up	/_/	/_/
	- walks around	/_/	/_/
	- runs	/_/	/_/
	- jumps	/_/	/_/
	- rocks chair	/_/	/_/
	- moves chair	/_/	/_/
2.	He/she makes disruptive noises	/_/	/_/
	- taps feet	/_/	/_/
	- rattles papers	/_/	/_/
	- tears papers	/_/	/_/
	- throws book on desk	/_/	/_/
	- slams desk	/_/	/_/
	- taps pencil or other object	/_/	/_/
3.	He/she disturbs others	/_/	/_/
	- grabs objects or work	/_/	/_/
	- knocks neighbours books off	/_/	/_/
	- destroys another's property	/_/	/_/
	- throws objects at another	/_/	/_/
	- pushing another with desk	/_/	/_/
4.	He/she has inappropriate contact	/_/	/_/
	- hitting	/_/	/_/
	- pushing	/_/	/_/
	- shoving	/_/	/_/
	- slapping	/_/	/_/
	- striking with objects	/_/	/_/
	- poking with objects	/_/	/_/

		YES	NO
5.	He/she makes inappropriate orienting responses	/_/	/_/
	- turning head or body to look at another	/_/	/_/
	- shoving objects to another	/_/	/_/
	- attending to another child	/_/	/_/
6.	He/she makes disturbing verbalizations	/_/	/_/
	- carry on conversation with another when not permitted	/_/	/_/
	- calling out answers	/_/	/_/
	- inappropriate comments	/_/	/_/
	- calls teacher's name for attention	/_/	/_/
	- crying	/_/	/_/
	- singing	/_/	/_/
	- whistling	/_/	/_/
	- laughing	/_/	/_/
	- coughing	/_/	/_/
	- blowing nose	/_/	/_/
	- swearing	/_/	/_/
7.	He/she has "good" days (during which he/she is able to achieve and interact satisfactorily) and "bad" days (during which he/she is not able to achieve and interact satisfactorily).	/_/	/_/
8.	He/she exhibits withdrawl behavior	/_/	/_/
	- does not interact with others	/_/	/_/
	- is not listening	/_/	/_/
	- asks for repetitions when questioned	/_/	/_/
9.	He/she does not finish assignments.	/_/	/_/
10.	He/she misses school more than others.	/_/	/_/

The statements to which you checked a "yes" represent areas, in this student's functioning for which a contract can be developed. The more statements checked "yes," the more multi-faceted the problem. Circle the number of the area (above) in which you would like a contract developed.

A P P E N D I X C

PROBLEM SPECIFICATION CHECKLIST

PROBLEM SPECIFICATION CHECKLIST

I. Student _____ Sex _____ Date of Birth _____

Grade _____ School _____ Teacher _____

IIA. Behavior (What describes problem?)

___1. Absent

___2. Tardy

___3. Leaves room without permission

___4. Leaves seat without permission

___5. Disobeys authority

___6. Physically violent towards peers (kicking hitting, etc)

___7. Distracts classmates by _____

___8. Cries

___9. Curses

___10. Makes derogatory remarks about _____ (self-others)

___11. Remains alone

___12. Destroys property

___13. Steals

___14. Talks out inappropriately

___15. Copies work of others

___16. Contributes to discussion

___17. Clumsy (falls, runs into, drops, etc.)

___19. Does not complete assignments.

___20. Miscopies from _____ (chalkboard. books, etc)

___21. Does not solve _____ math problems (e.g. two digit subtraction)

___22. Does not read at _____ grade level.

___23. Does not answer questions about content of material read, written at _____ grade level

___24. Uses incorrect verb forms in conversation

___25. Uses incorrect noun and pronoun forms in conversation

___26. Handwriting is illegible (attach sample)

___27. Misspells words

___28. Misarticulates the _____ sounds

___29. Has unusual voice quality

___30. Stutters (words per minute)

___31. Attention span limited

___32. Other _____ (Specify)

B. Setting (Where does problem take place)

___1. Classroom

___2. School or other classroom _____ _____ (Specify)

___3. Out of School

C. Activity (When does problem take place)

___1. Instructional

___2. Evaluative

___3. Independent

___4. Free time

D. Structure (When does problem take place)

___1. Large group _____ (size)

___2. Small group _____ (size)

___3. Alone

E. Curricular Area (When does problem take place?)

___1. Reading

___2. Math

___3. Science

___4. Social Studies

___5. Other

F. Frequency (How often does problem occur?)

_____ times per { minute / hour / period / day / week / recess }

III. Other Information -

What consequences does the behavior bring about?
(What do other students do?)
(What do you do?)

Are there behaviors of secondary importance? (i.e. are there other problem behaviors which go with the primary problem behavior?)

Is behavior related to a particular person?
(Who is close by when it takes place?)
(Who is the behavior aimed at?)

Are there any antecedent situations, behaviors, etc. that might cause this behavior to occur?
(what was happening just before the behavior occurred?).

A P P E N D I X D

PRE-CONTRACT DAILY REPORT CARD

DAILY REPORT CARD

Name: _____ Date: _____

Tasks:

1.

2.

3.

Period (Time)	Teacher's signature and comments

DAILY REPORT CARD

Name: _____ Date: _____

Tasks:

1.

2.

3.

Period (Time)	Teacher's signature and comments

DAILY REPORT CARD

Name: _____ Date: _____

Tasks:

1.

2.

3.

Period (Time)	Teacher's signature and comments

DAILY REPORT CARD

Name: _____ Date: _____

Tasks:

1.

2.

3.

Period (Time)	Teacher's signature and comments

APPENDIX E

CONTRACT FORMAT

CONTRACT FORMAT

Contract for _____ Starting Date _____

Responsibilities (include criterion of success) (Tasks)	Privileges (reward)
1.	1.
2.	2.
3.	3.

Goals

1.

2.

3.

Conditions

Sanction -

Bonus -

Date signed _____

Signatures: _____
student

_____
teacher

_____
parents

This contract will be renegotiated on _____

APPENDIX F

COMPLETED CONTRACT FORMATS

CONTRACT FORMAT

Contract for Dale — Starting Date April 9, 1976

Responsibilities (Tasks) (include criterion of success)	Privileges (reward)
1. arrive on time for school	1. free time
2. begin assignments	2. rewards of money
3. complete reasonable amount of each assignment. (The criteria of success for each assignment will be delineated separately).	3. time to visit with counselor

Goals

1. to get Dale more actively involved in school (get there on time)
2. to help improve Dale's self-image (he has been thinking he's a failure)
3. to help Dale improve his grades by encouraging him to use his potential to the fullest.

Conditions

Sanction - 2 or less out of 5 signatures= 1) no free time
2) stay in after school

3 out of 5 signatures = 15 minutes free time

4 out of 5 signatures = 20 minutes free time

5 out of 5 signatures = 1) 25 minutes free time
2) visit of 20 minutes with counsellor

Bonus - 5 out of 5 signatures = 1) 25 minutes free time
2) visit of 20 minutes with counsellor

10 days of 3 or better task completion = $2.00 spending money (this was agreeable to Dale)

Date signed April 13, 1976

Signatures: Dale
student

(Counselor)
teacher

parents

This contract will be renegotiated on April 30, 1976

CONTRACT FORMAT

Contract for Marie

Starting Date April 14/76

Responsibilities (include criterion of success) (Tasks)	Privileges (reward)
1. Not to hit out at other children when upset.	1. Free time - to use Language Master.
2. Not to swear or be abusive with other teachers.	2. Free time - to do puzzles or crochet.
3. To work when told - even if Mrs. B. is not in the classroom.	3. Free time to help Mrs. B.

Goals

1. To decrease violent behavior.
2. To decrease swearing and abusive language
3. To increase constructive, independent work, and to begin work immediately on command

Conditions

Sanction - (x-3) or less out of (x) signatures - Mother to be called to remove her from school.

(x-2) out of (x) signatures - no free time.

(x-1) out of (x) signatures - 10 minutes free time per period.

Bonus - (x) out of (x) signatures - Free time plus candy treat at end of day better to parents re: good behavior

10 days of (x-1) or better task completion - extra T.V. at home and be able to ride my bike.

Date signed April 12/76

Signatures: Marie
student

Mrs B.
teacher

notified by phone of situation
parents

This contract will be renegotiated on April 26/76

CONTRACT FORMAT

Contract for Kevin Starting Date 22 April, 1976

Responsibilities (include criterion of success) (Tasks)	Privileges (reward)
1. Read story, answers questions, 90% correct within period.	1. listen to favorite record on earphone
2. Do 1 table sheet, 1 workbook page, 75% correct within period	2. Comic book reading
3. Complete arithmetic assignment within period, 75% correct.	3. Record story on cassette
4. Complete other given assignments within period, 75%	

Goals

1. To accomplish given task at 90% accuracy, within the given period.
2.
3.

Conditions

Sanction - If assigned task is not completed you must leave school promptly when dismissed and take the task with you For homework.

Bonus - 5 points toward star (4 checks)
10 days of (x-2) or better task completion - 10 points toward star

Date signed 21 April, 1976

Signatures: Kevin
student

Mrs. M.
teacher

parents

This contract will be renegotiated on 6 May, 1976

CONTRACT FORMAT

Contract for Glenn

Starting Date April 15/76

Responsibilities (include criterion of success) (Tasks)	Privileges (reward)
1. Complete assignment (& get 60% correct where appropriate)	1. Free time at activity center
2. Not more than 3 botherings per period (bothering = talking loudly,	2. Free time for project.
3. talking without permission, visiting	3. Help teacher & school secretary with jobs
	4. Accumulate good days to earn party for class

Goals

1. Increase in quality of assignments done
2. Decrease in unproductive behavior in school (e.g. no. of "botherings" per period).
3. Increase in constructive, independent work (e.g. decrease in no. of botherings" per period).

Conditions

Sanction - (x-3) or less out of (x) signatures = 1. Stay in ½ hr. after school to do work
2. No free time.

(x-2) out of (x) signatures = 15 minutes free time

(x-1) out of (x) signatures = 20 minutes free time

Bonus - (x) out of (x) signatures = 1. 25 minute free time
2. No homework for day

10 days of (x-2) or better task completion = class party

Date signed April 15/76

Signatures: Glenn
student

Ms L.
teacher

parents

This contract will be renegotiated on April 24/76.

Behavior Contract

I, _____ of _____ do hereby enter into the following agreement with my parents. I will perform the behaviors stated below under all circumstances. In return I will receive such benefits as stipulated below. If any party is held in violation of the contract then the other party may no longer be held by the terms of this contract.

I agree to perform the following:

1. I will record, exactly, each homework assignment for each day of my classes every day in a small notebook. This notebook will be used by my parents and me in conjunction to plan the performing of my homework and related studying.
2. Each weekday evening a schedule of school work will be planned by my parents specifying exactly the amount of work to be accomplished and the manner in which it is to be done. A record of this plan is to be kept by both my parents and myself. Criteria for deciding my level of performance will be administered by my parents each evening in each subject scheduled for work that evening. The manner of the administration of the quiz will be decided upon conjunctively.
3. If the specified behaviors are performed correctly I will receive for each night of correct behavior:
   (a) the privilege of not making my bed the next morning.
   (b) a snack to be taken as scheduled in the following evening.
   (c) hours of watching television will be determined by the number of points earned each evening for quality of work. These points can be used only on the weekend following the homework week.

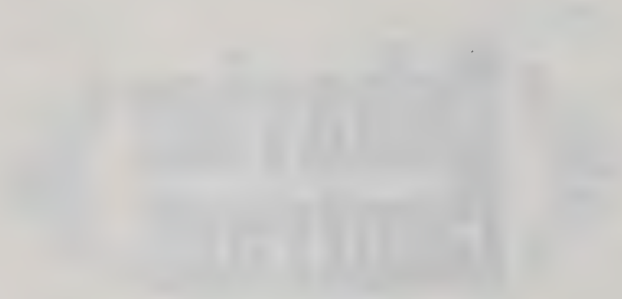
Failure to adhere to these conditions will result in the forfeiture of the above-stated privileges for the amount of time specified. Continued failure will result in the levying of an "allowance tax" which will be calculated by dividing the total allowance into fifths and for each evening I have not performed my behavior correctly I will be taxed one-fifth of my allowance. Extra work on weekends will result in a commensurate increase on the above scale.

This contract will commence on _____ and will be in effect for an indeterminate date.

(signed) _____, child

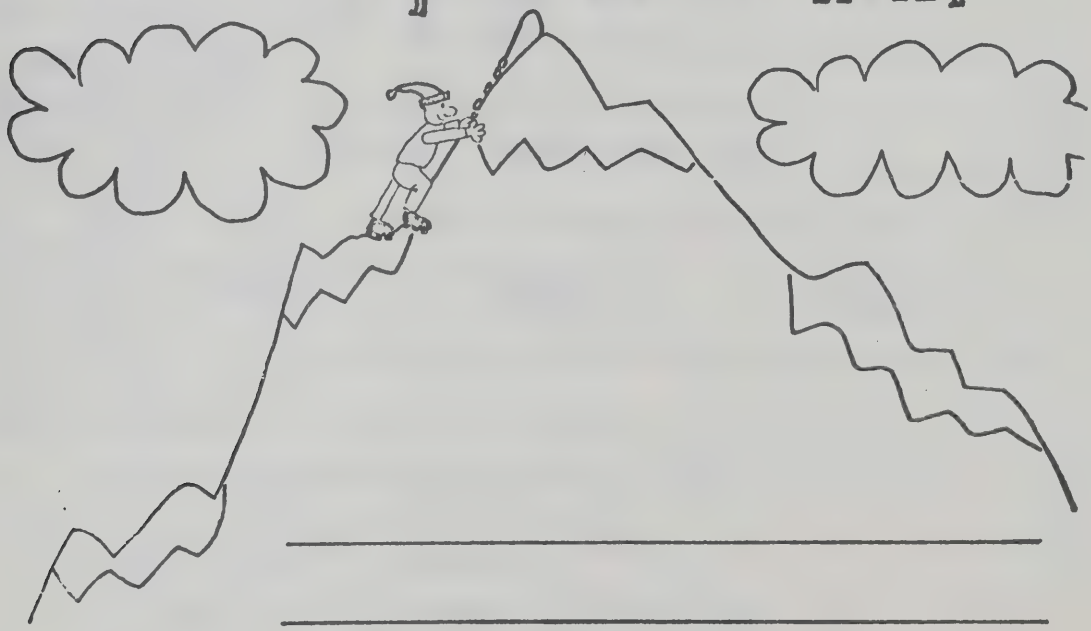
_____, parents

(date) _____.



Look At Me

And if that's not enough here is what I plan to do next:



_____

_____

_____

When I do, I'll be able to _____

_____

And I will have it done by

_____	_____	_____	_____
date	student	witness	teacher

_____'s

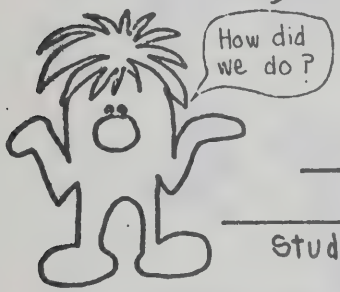
Good Citizen Contract

I think I can _____

_____ by _____

If I do, I will be able to _____

_____



Teacher will help by _____

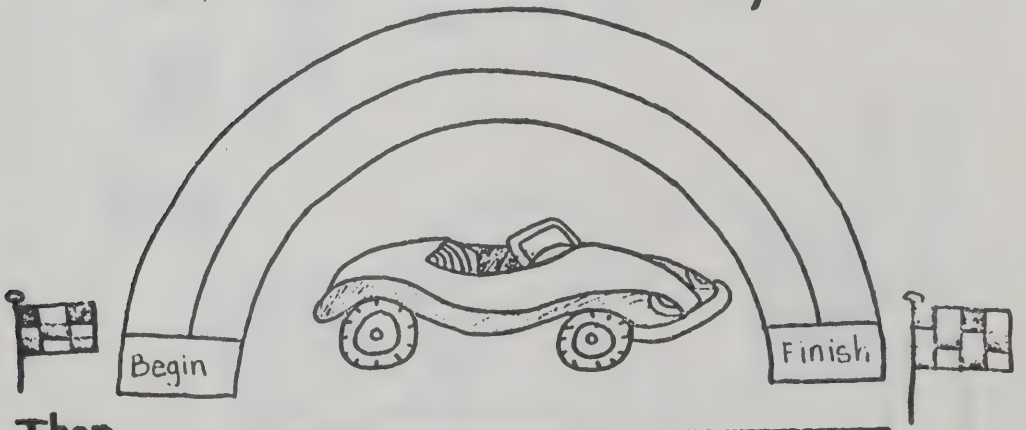
_____

_____ _____ _____

Student Teacher date

If _____

_____ by _____



Then _____

_____

_____ _____ _____

Student Teacher date

I've Got An Offer You Can't Refuse

If _____

_____

_____ by _____

Then _____

_____

_____

_____ _____ _____ _____

39 date Student Witness Teacher

APPENDIX G

POST-CONTRACT DAILY REPORT CARD

DAILY REPORT CARD

Name: _____ Date: _____

Tasks:

1.

2.

3.

Period (Time)	Teacher's signature and comments

DAILY REPORT CARD

Name: _____ Date: _____

Tasks:

1.

2.

3.

Period (Time)	Teacher's signature and comments

DAILY REPORT CARD

Name: _____ Date: _____

Tasks:

1.

2.

3.

Period (Time)	Teacher's signature and comments

DAILY REPORT CARD

Name: _____ Date: _____

Tasks:

1.

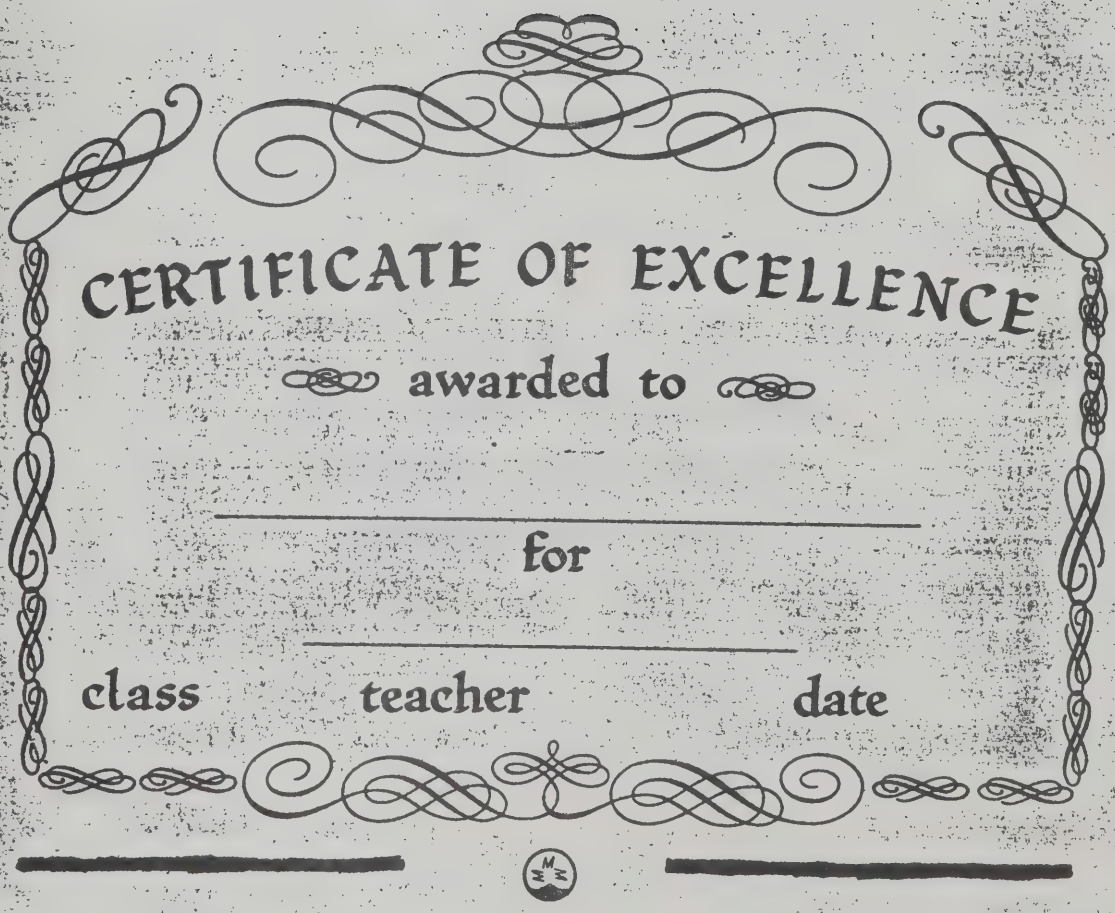
2.

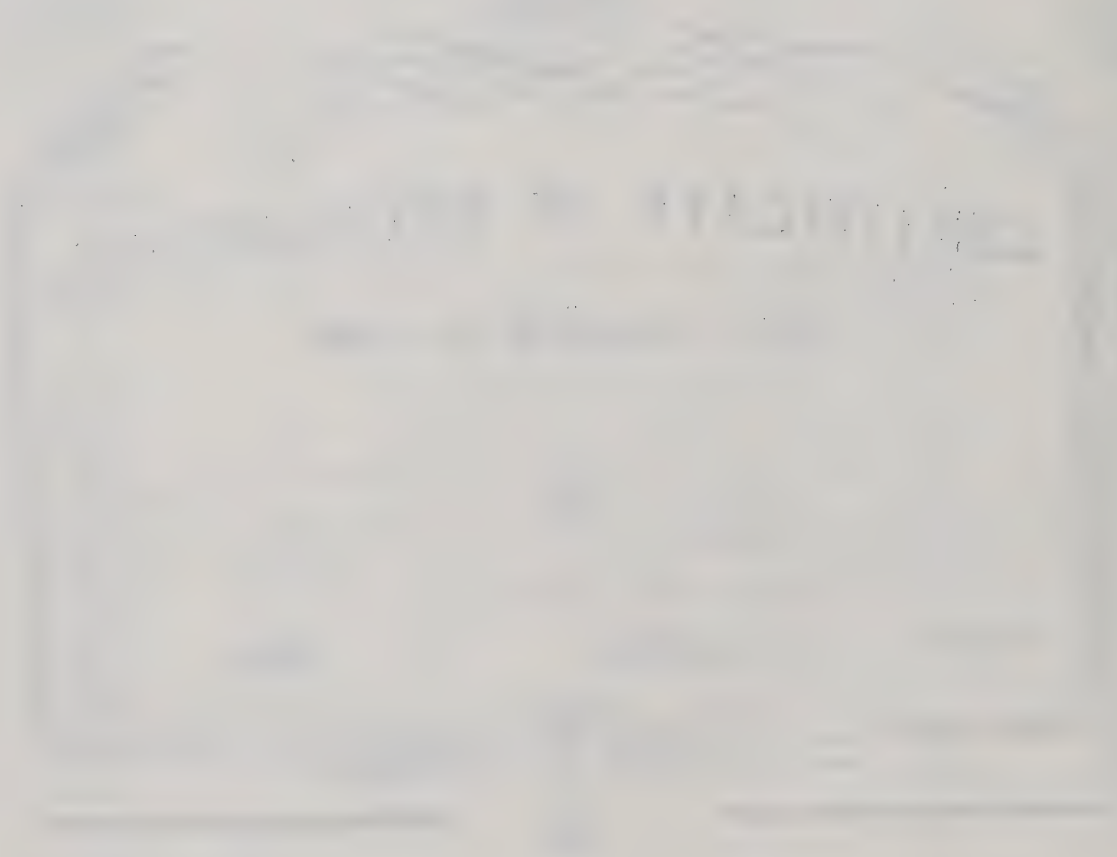
3.

Period (Time)	Teacher's signature and comments

APPENDIX H

CERTIFICATE OF EXCELLENCE


CERTIFICATE OF EXCELLENCE
awarded to
for
class
teacher
date



APPENDIX I

TYPES OF REWARDS TO IMPROVE BEHAVIOR

REINFORCERS TEACHERS MAY USE

REINFORCERS PARENTS MAY USE

TYPES OF REWARDS TO IMPROVE BEHAVIOR

Many parents and teachers have found that the following are consequences which accelerate the "good" behavior of most children. It is important to remember that you must determine for each child what will work as an accelerating consequence for him.

1. Verbal Approval and Praise.

   examples: good, great, fantastic, excellent, I like that, you're a hard worker, I like the way you're sharing, you did very good work.

2. Being Asked Questions.

   examples: How does that work? How are you today?

3. Non-Verbal Approval.

   examples: smiling, nodding, looking interested, winking

4. Physical Contact.

   examples: hugging, touching, patting, holding, shaking hands

5. Activities and Privileges.

   examples: going to the playground, playing with a new toy, working on art project, helping teacher

6. Material Objects.

   examples: toys, trinkets, books, snacks, games

When you present an accelerating consequence to a child, be enthusiastic. Show him that you are pleased with his behavior and try to direct your praise at a specific behavior, not the total child (for example, I like the way you are paying attention, John).

REINFORCERS TEACHERS MAY USE

Extra Time Out of Class

1. to go to the rest room
2. to get a drink
3. to run an errand to the office
4. to go to the library
5. an early dismissal
6. a day off
7. reduce homework
8. to be hall monitor
9. to get reinforcement from principal
10. to go to gym
11. to have longer recess
12. to visit other classrooms
13. outside supervising
14. to go to movie, see film strip
15. to play records
16. field trips
17. special time with teacher

Assistance to Teacher

1. to pass out or collect material (e.g. books, etc.)
2. to take attendance
3. to help put up displays, etc.
4. to grade papers
5. to escort visitors
6. to take safety patrol
7. to be class monitor
8. to tutor other children
9. to wash boards
10. to empty trash
11. to answer door
12. to lead opening exercises
13. to keep room neat
14. to set up school equipment (e.g. projector)
15. to assist teaching

Activities in Class

1. teacher reading (e.g. a continuing story)
2. student reading (e.g. a continuing story)
3. student choice of instrument, song, etc.
4. use of telescope, microscope, T.V., etc.
5. student choice of reading material
6. participation in plays, etc.
7. student selection of work mate
8. choice of seat
9. first in lineup
10. arts and crafts
11. student choice of class games
12. team captain
13. discussion period: student choice of topic
14. movie
15. free time to read with a friend
16. free time to read desired book
17. free time for activity center
18. free time to talk to teacher about anything
19. free time for homework
20. free time for project or desired activity
21. class party
22. see a filmstrip
23. use of radio with earphones
24. listen to records with earphones
25. use felt-tipped pens
26. painting
27. teacher attention (for appropriate behavior
28. presenting hobby to class
29. caring for class pets
30. class supervision
31. exemption from test or assignment
32. making gifts
33. recognizing birthday
34. special seating arrangement
35. decorating room
36. outdoor lessons
37. doing puppet show

Special Recognition

1. grades
2. competitive ranking (e.g. seats, charts, etc.)
3. praise (e.g. from teacher, students, principal)
4. class performance graph
5. individual performance graph
6. wear special clothes--insignia
7. progress note
8. conference with parent
9. parent invited to visit
10. photo of child working
11. certificate of merit
12. test scores
13. advance to higher group
14. daily report card

Extrinsic Reinforcers

1. tokens, stars, points (which are redeemable)
2. parties
3. picnics
4. field trips (museums, zoos, etc.)
5. movies
6. sporting events (e.g. skating)
7. Candy, gum, fruit, etc.
8. school supplies (pencils, etc).
9. toys (comics, coloring books, etc.)
10. games (jacks, marbles, trading cards, etc.)
11. puzzles
12. eligibility for sports

REINFORCERS PARENTS MAY USE

1. books
2. stay up later
3. activity with father (e.g. play catch)
4. activity with mother (e.g. cook)
5. have a friend over
6. purchase desired clothes
7. money (e.g. allowance)
8. stay with a friend
9. obtain a pet
10. use of area in home (e.g. rec. room
11. visit relatives
12. select meal
13. purchase of objects (e.g. records)
14. special telephone privileges
15. special recreational arrangements
16. eat out
17. special car and date privileges
18. camping trips
19. participation in organized sports
20. selection of T.V. programs

Parents can also use many of the reinforcers which are categorized under those that teachers have available to them.

APPENDIX J

REINFORCEMENT INVENTORY

REINFORCEMENT INVENTORY

Name _____ Date _____

1. If you had the chance, what would you like to do more often at home than you do now? Put your favorite activity first.

   a. _____

   b. _____

   c. _____

   d. _____

   e. _____

2. When you have free time, OUTSIDE of school, what do you like to do most?

IN THE FALL	SUMMER	WINTER
a. _____	a. _____	a. _____
_____	_____	_____
b. _____	_____	_____
_____	_____	_____

3. List your five favorite foods.

   a. _____

   b. _____

   c. _____

   d. _____

   e. _____

4. What do you like to read?

   a. _____ d. _____

   b. _____ e. _____

   c. _____

5. List at least five of your free time activities during the last month.

   a. _____

   b. _____

   c. _____

   d. _____

   e. _____

6. What are your hobbies or collections?

   a. _____

   b. _____

   c. _____

   d. _____

7. Name five games you like to play.

   a. _____

   b. _____

   c. _____

   d. _____

   e. _____

8. What are your favorite records?

   a. _____

   b. _____

   c. _____

9. Name five things that you would like to have at home. Check the **one** you would like to have the most.

   a. _____

   b. _____

   c. _____

   d. _____

   e. _____

10. Name one or more things you would like to bring home from school.

a. _____

b. _____

c. _____

11. If you were free to change your room at home, how would you do so?

_____

_____

_____

_____

_____

12. If you had $5.00, what would you do with it?

_____

_____

_____

_____

13. List the things you like to do the most with your:

FATHER	MOTHER	SISTER(S)/BROTHER(S)
a. _____	a. _____	a. _____
b. _____	b. _____	b. _____
c. _____	c. _____	c. _____

14. Name your favorite grown-up (adult). _____

What do you like to do with him? _____

_____

15. The best reward anybody can give me is _____

_____

16. When I grow up I want to be _____

17. The person who punishes me most is _____

How? _____

Effectiveness? _____

Other punishments used? _____

Which works best with you? _____

18. My favorite adult at school is _____

19. I feel terrific when _____

_____

20. The way I get money is _____

_____

21. When I have money I like to _____

_____

22. When I'm in trouble my father _____

_____

23. Something I really want is _____

_____

24. If I please my father, what he does is _____

_____

25. If I had a chance, I sure would like to _____

_____

26. I will do almost anything to avoid _____

_____

27. The thing I like to do best with my mother is _____

_____

28. The thing I do that bothers my teacher the most is _____

_____

29. The weekend activity or entertainment I enjoy most is _____

_____

30. If I did better at school I wish my teacher would _____

_____

31. The kind of punishment I hate most is _____

_____

32. I will do almost anything to get _____

_____

33. It sure makes me mad when I can't _____

_____

34. When I am in trouble, my mother _____

_____

35. The only person that I will take advice from is _____

_____

36. Not counting my parents, a person I will do almost anything for is _____

37. I hate for my teacher to _____

_____

38. My two favorite TV programs are _____

_____

39. The thing I like to do best with my father is _____

_____

A P P E N D I X K

CONTRACT MONITORING SHEET

CONTRACT MONITORING SHEET

	DATE:							
(1)	SIGNATURES EARNED							
(2)	REWARD EARNED							
(3)	REWARD DISPENSED							
(4)	BONUS							
(5)	SANCTION							

APPENDIX L

CONTRACT MALFUNCTION SYMPTOM CHECKLIST

CONTRACT MALFUNCTION SYMPTOM CHECKLIST

Now that your contract with _____ is in operation, you need to be alert for behaviors (symptoms) which indicate that the contract is not working as effectively as it might be. If the following symptoms are occurring with the specified frequency, check "yes"; if the following symptoms are not occurring with the specified frequency, check "no".

student's name

		YES	NO
1.	UNFINISHED ASSIGNMENTS (to the extent that he/she is not doing more work than before the contract was implemented)	/_/	/_/
2.	COMPLAINING (about any aspect of the contract, in a serious matter, more than twice a day)	/_/	/_/
3.	DAWDLING (to the extent that you see him/her consistently "just putting in time")	/_/	/_/
4.	TALKING (at inappropriate times or in a disruptive way. Also, talking as a substitute for task completion. These behaviors done to the extent that they are affecting number of signatures received)	/_/	/_/
5.	CLOCK-WATCHING (to the extent that you notice him/her doing it more than once a period)	/_/	/_/
6.	INATTENTION TO INSTRUCTION OR DETAILS (as it relates to any aspect of the contract to the extent that contract operation is being affected)	/_/	/_/
7.	REVERSION TO OLD BEHAVIORS (to the extent that there is no difference between pre- and post-contract behavior)	/_/	/_/
8.	AN "I DON'T CARE" ATTITUDE (to the extent that it is affecting the number of signatures that he receives)	/_/	/_/

If the answer to the above questions was consistently "no", then the contract is working effectively **and** there is no need to use the "Contract **Maintenance**" checklist.

If the answers to the above questions contained one or more "yes" (and you see this "yes" affecting the contract's operation), then you need to examine the questions on the Contract Maintenance checklist in order to find out the reason for the problem (if a reason isn't apparent to you). Once this reason has been discovered, a solution (which is then incorporated into the contract) should be apparent.

This checklist should be filled out weekly on the student who is involved with the contract.

APPENDIX M

CONTRACT MAINTENANCE CHECKLIST

CONTRACT MAINTENANCE CHECKLIST

Keeping in mind the symptom(s) that was identified by the Contract Malfunction Symptom checklist, ask yourself the following questions. Your answers will furnish you with possible reasons for the appearance of the symptom(s).

		YES	NO
1.	Was the target behavior (what you wanted to work on) clearly specified to you? To the student?	/_/ /_/	/_/ /_/
2.	Does the contract provide for the reward being dispensed as soon as possible after task completion?	/_/	/_/
3.	Does the contract ask for small approximations to the goal behavior? Could the tasks have been	/_/	/_/
	- too long	/_/	/_/
	- too difficult	/_/	/_/
	- too ambiguous	/_/	/_/
4.	Does the contract allow for frequent reinforcement?	/_/	/_/
	Does social reinforcement (e.g. positive feedback) accompany the priviledge?	/_/	/_/
5.	Does the contract call for and reward accomplishment rather than obedience?	/_/	/_/
6.	Is the performance (task completion) rewarded after its occurrence?	/_/	/_/
7.	Is the contract fair?	/_/	/_/
8.	Are the terms of the contract clear?	/_/	/_/
	To you?	/_/	/_/
	To the student?	/_/	/_/
9.	Is the contract positive?	/_/	/_/
10.	Is contracting as a method being used systematically (consistently)?	/_/	/_/
	Are there parts of the student's day where the contract is not applying?	/_/	/_/

		YES	NO
11.	Was the contract mutually negotiated?	/_/	/_/
	Did everyone feel free to contribute (as far as they were able)?	/_/	/_/
	Are you satisfied with the contract now?	/_/	/_/
	Is the student satisfied with the contract now?	/_/	/_/
12.	Is the sanction too punitive (not a logical or natural consequence of non-task completion)?	/_/	/_/
13.	Does the student understand the contract?	/_/	/_/
	a) What the contract is?	/_/	/_/
	b) What his/her part in the contract is?	/_/	/_/
	c) How he/she can go about bringing changes in the contract?	/_/	/_/
	d) Does he/she know what is expected of him/her?	/_/	/_/
14.	Is he/she being reinforced from a source other than the contract?	/_/	/_/
15.	a) Are the reinforcers really rewarding?	/_/	/_/
	b) Was the student involved in their selection?	/_/	/_/
	c) Do the reinforcers have to be reevaluated?	/_/	/_/
	d) Is the kind and amount of rewards being dispensed the same as it was specified in the contract?	/_/	/_/
	e) Has punishment accidentally accompanied the performance of the task?	/_/	/_/
	f) Has non-performance been rewarded?	/_/	/_/
16.	Are there other factors which are contributing to the problem behaviors?	/_/	/_/
	a) something at home?	/_/	/_/
	b) something in the student's peer group?	/_/	/_/
	c) something you are doing?	/_/	/_/
	d) something you are not doing?	/_/	/_/

	YES	NO
17. Have you changed the contract in any way without discussing that change with the student?	/_/	/_/
18. Is he/she manifesting a new problem behavior which is interfering with the contract?	/_/	/_/
19. Do you have a clear idea of the behaviors that you are to observe and count?	/_/	/_/
20. Is the data collecting task too complex or too difficult?	/_/	/_/

List the reason(s) which has emerged, as a result of your answering the above questions, which may be the cause of the symptom(s).

1. _____

2. _____

3. _____

List the steps which you will be taking in order to deal with the above problem (what changes are you going to make, with the contract and the situation, in order to get rid of the reason for the symptom).

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

These steps should involve the student and should be taken as soon as possible (at or before the renegotiation date).

APPENDIX N

CONTRACT TERMINATION CHECKLIST

CONTRACT TERMINATION CHECKLIST

Now that the contract has been set up and has produced a change in the student's behavior (as measured by an increasing percentage of periods of successful task completion) for three consecutive weeks, it is time to begin to implement termination procedures (designed to fade out the contract). You are to:

1. read over the procedures (which were given during the Unit VI session.
2. implement them for the next 5 days (after the three consecutive weeks of contract progress)
3. then, fill out the following checklist.

	YES	NO
1. Are you giving the student more responsibility in deciding which of the specified tasks are to be carried out during a specific period?	/_/	/_/
2. Are you giving the student more responsibility in deciding what tasks should be added, dropped or changed as the contract goes along?	/_/	/_/
3. Is the student working for longer term rewards?	/_/	/_/

At Beginning of Contract	Now
a) no. of reward periods per day _____	a) no. of reward periods per day _____
b) size of reward _____	b) size of reward _____

	YES	NO
4. Is the contract becoming more informal (i.e., verbal rather than written)?	/_/	/_/
5. Is the contract applying to fewer periods during the school day?	/_/	/_/

At Beginning of Contract	Now
a) no. of periods per day contract applied to ____	a) no. of periods per day contract applies to _____

	YES	NO
6. Are the rewards presently being given more social (e.g., praise) than tangible (e.g., free time) in nature?	/_/	/_/

When fading procedures have been implemented to the extent that you believe that the contract can be terminated without the student reverting to his/her old pre-contract behaviors, a termination meeting should be called, during which:

a) the teacher praises the student for progress on task completion

b) the teacher expresses the belief that progress can continue without the contract

c) the teacher asks the student what he/she wants to do (his/her answer will determine whether the contract continues or not).

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